DOCUMENT RESUME

ED 070 182 24 EA 004 727

TITLE	Pilot Demonstration School Workshop. Summary Report.
INSTITUTION	Southeastern Education Lab., Atlanta, Ga.
SPONS AGENCY	National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
BUREAU NO	BR-6-2869
PUB DATE	4 Aug 67
CONTRACT	OEC-2-7-062869-3077
NOTE	174p.; Work Conference Program, Daytona Beach, Florida, July 23-28, 1967
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	*Conference Reports; Demonstration Projects; *Educational Change; *Educational Experiments; Educational Improvement; Educational Planning; *Educational Programs; Federal Aid; Federal Programs; *Pilot Projects; Program Development; Program Evaluation; Program Proposals

ABSTRACT

This document describes the workshop, its objectives, and its participants; presents activity plan proposals for the pilot schools; and evaluates the effectiveness of the workshop in achieving its objectives. Four appendixes include (1) a list of the workshop participants; (2) a schedule of the work conference program; (3) the activity plan reports for programs in each of the pilot schools, each plan describing a specific program proposal for a school -- its purpose, design, implementation, and evaluation; and (4) the evaluation sheets used to determine the effectiveness of the conference. Two maps show the locations of the Southeastern Education Laboratory pilot demonstration schools and the national network of regional education laboratories. (DN)

NCERD
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PILOT DEMONSTRATION SCHOOL WORKSHOP

SUMMARY REPORT

Held At
Daytona Plaza Hotel
Daytona Beach, Florida
July 23-28, 1967

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EA 004 727

SOUTHEASTERN EDUCATION LABORATORY
3450 International Boulevard
Atlanta, Georgia 30054

August 4, 1967

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PILOT DEMONSTRATION SCHOOL STAFF WORK CONFERENCE

DAYTONA BEACH, FLORIDA
July 23 - 28, 1967

During the last half of the 1966-67 school year, Laboratory Component Directors worked intensively with the staffs of the pilot demonstration schools developing program activities that are to be initiated in these schools at the beginning of the 1967-68 school year. This effort resulted in a variety of plans all of which show promise for improving teaching and learning. From the outset, however, the Laboratory staff had anticipated that an additional effort would be required to refine the plans and promote among the schools and certain related educational institutions an understanding of and involvement in the regional network of pilot demonstration school activities. The Pilot Demonstration School Staff Work Conference was designed for this purpose.

Objectives

The general objectives of the Pilot Demonstration School Staff Conference were as follows:

1. To clarify the understanding of pilot demonstration school leaders, college and university teacher education personnel, and state agency personnel regarding the rationale of the pilot demonstration school program, the supporting program modules, and the network of specific pilot demonstration school-based activities.

2. To sharpen the activity plans of all 24 pilot demonstration schools with respect to purpose and focus, program design, implementation, and evaluation.

3. To provide the Laboratory with a definition of the pilot demonstration school program sufficiently precise to facilitate completion of the Laboratory's research design and the construction of a gross decision gaming model.

4. To contribute to the development of a new system of relationships among schools, state departments, and colleges and universities of teacher education by encouraging identification of representatives of these institutions with the pilot demonstration school program.

Participants

The principal of each pilot demonstration school and two members of his staff designated as leaders in the implementation of the school's demonstration activities were asked to participate in the work conference. In addition, the three State Departments of Education and the departments of education in universities within the region were invited to send representatives to serve as participant-observers, and in some instances, to handle special assignments. The Laboratory staff participants included the component directors and central office personnel.

A list of the eighty-three persons who attended the conference is presented in Appendix A. Among the participants were the following:

1. A representative from each of the 24 schools.
2. The principal from 21 of the 24 schools.

3. One to three teachers and/or other professional staff members from 20 of the 24 schools.

4. Two representatives from State Departments of Education.

5. Six representatives from university departments of education.

Program

Having program development as its organizing principle, the work conference covered four and one-half working days. Each of the four days was devoted to one aspect of program development beginning with purpose and focus and proceeding to design, implementation, and evaluation. On these days the pattern of work was a session in the morning when all participants met together and a session in the afternoon when participants met in one of seven groups according to the component area they represented. The morning session furnished pertinent background information on an aspect of program development; the afternoon sessions provided opportunity for Laboratory personnel and state department and university participants to assist school staff representatives in their efforts to refine activity plans and complete the Pilot Demonstration School Activity Plan Report. This Report, having the four aspects of program development as major sections, was to be completed for each activity within each school and submitted to the Laboratory staff by the end of the conference. A final morning session included a review of the content of the morning sessions, an analysis of the Pilot Demonstration School Activity Plan Reports submitted by the schools, and a discussion of next steps in the pilot demonstration school program.

A copy of the work conference program is in Appendix B.

Evaluation

To assess the effectiveness of the conference in achieving its objectives, the following data were employed: the Activity Plan Reports submitted by the schools, participants' (excluding Laboratory staff) responses to a rating scale, and Laboratory staff members' perceptions.

The Activity Plan Reports, comprising 41 activities in the 24 schools, are presented in Appendix C. While these reports reflect variations in terms of significance of activity involved, degree of elaboration and refinement of details, quality of presentation, and the like, they represent substantial growth in program development for the schools as a whole. In addition, the reports provide working statements developed by school staff members who, along with Laboratory staff, will have a leadership role in the implementation of the activities. The production of the statements required a kind of involvement that is expected to facilitate this leadership role.

On the final morning session of the conference a rating scale, a copy of which appears in Appendix D, was distributed to participants with the request that they complete it by responding frankly to each item and returning the scale to the staff member who had been designated to receive them. Participants were asked not to sign their names to the rating scale.

The seven-point scale with three descriptive categories sought to measure the impact of the work conference on participants' understandings and feelings about aspects of the Laboratory's program related to the conference objectives. By obtaining a before and now (after) rating on each of the ten items that comprised the scale, the scale yields ten pairs of ratings. A shift of at least two points in either direction along the scale is required to move from one of the three categories to another; for this reason a preliminary decision was made to interpret only changes in before and after scores of at least two scale points as evidence of a positive or negative change.

Fifty-eight participants completed one or more sets of the ten before and now ratings or a total of 568 pairs of ratings. A cursory analysis of the data revealed that only two pairs of the ratings had after scores numerically lower than before scores. All remaining pairs either showed after and before scores with the same scale position or after scores one or more scale points greater than before scores. These observations supported a revision of the original decision to interpret only a two-point shift up or down the scale as indicative of a positive or negative score change;

that is, score changes were designated either positive or negative according to the following rule: Only _after_ ratings that exceed _before_ ratings by 2 or more scale points are considered positive while _after_ ratings that fail to exceed _before_ ratings by at least 2 points are considered negative. The result of this revision in interpreting score changes was to provide a stricter measure of the effectiveness of the conference.

Table 1 shows the results of the sign test applied to differences between _before_ and _after_ ratings of principals, teachers, "others" and all participants on each of the ten items of the scale. It will be noted that for the total group of participants and for the teachers significant positive changes took place with respect to each item. The principals showed significant positive changes on seven of the items. The "others", including university professors and state agency personnel, showed significant positive changes on only one of the ten items.

Another look at the data is afforded by Table 2 which shows that median values of _before_ and _after_ ratings of principals, teachers, and others on each item of the scale reflect significant positive changes (_after_ score 2 or more scale points above _before_ score).

On the basis of the responses to the rating scale, it may be concluded that the conference produced, significant positive

TABLE 1

Response of Participants to Rating Scale on Pilot Demonstration School Staff Work Conference, July 23-28, 1967

Item	Response Data			
	Number of participants with difference between before/ after ratings in negative or positive direction*			Sign Test**
1. Understanding of				
a. PDS rationale	Principals	3	12	Significant
	Teachers	2	32	Significant
	Others'	3	6	--
	All	8	50	Significant
b. PDS modules	Principals	2	13	Significant
	Teachers	0	34	Significant
	Others	1	8	Significant
	All	3	55	Significant
c. Network of specific PDS-based activities	Principals	3	12	Significant
	Teachers	3	31	Significant
	Others	3	6	--
	All	9	49	Significant
d. Concept of a REL	Principals	2	13	Significant
	Teachers	4	29	Significant
	Others	5	4	--
	All	11	46	Significant

---

* Only after ratings that exceed before ratings by 2 or more scale points are considered positive; after ratings that fail to exceed before ratings by at least 2 points are considered negative.

** The significance level is set at .05. Underlining indicates .01 level of significance.

' Includes university professors, state agency personnel, school superintendents.

TABLE 1 (Continued)

Item	Response Data			
	Number of participants with difference between before/after ratings in negative or positive direction*			Sign Test**
2. Feelings about				
a. A lab as a change agent	Principals	4	11	--
	Teachers	11	23	Significant
	Others	4	5	--
	All	19	39	Significant
b. Soundness of PDS rationale	Principals	4	11	--
	Teachers	11	22	Significant
	Others	5	4	--
	All	20	37	Significant
c. Meaningfulness of PDS	Principals	2	12	Significant
	Teachers	5	28	Significant
	Others	3	5	--
	All	10	45	Significant
d. Meaningfulness of specific PDS programs	Principals	4	11	--
	Teachers	10	22	Significant
	Others	3	5	--
	All	17	38	Significant
e. Value of conference for promoting PDS program	Principals	3	12	Significant
	Teachers	8	26	Significant
	Others	3	4	--
	All	14	42	Significant
f. Value of conference for professional development	Principals	3	13	Significant
	Teachers	11	22	Significant
	Others	4	5	--
	All	18	40	Significant

TABLE 2

Median Rating on Before and After Scales of the Participants' Rating Scale on Pilot Demonstration School Staff Work Conference

Scale Item	Participants	Scale	
		Before	After
1. Understanding of			
a. PDS rationale	Principals	4	6
	Teachers	1	5
	Others	4	7
b. PDS modules	Principals	1	5
	Teachers	1	5
	Others	1	6
c. Network of Specific PDS-Based Activities	Principals	2	5
	Teachers	1	5
	Others	2	6
d. Concept of a REL	Principals	4	6
	Teachers	3	6
	Others	5	7
2. Feelings about			
a. A lab as a change agent	Principals	4	6
	Teachers	4	6
	Others	4	6
b. Soundness of PDS rationale	Principals	4	6
	Teachers	3	6
	Others	5	6
c. Meaningfulness of PDS	Principals	2	5
	Teachers	2	6
	Others	4	6

TABLE 2 (Continued)

Scale Item	Participants	Scale	
		Before	After
d. Meaningfulness of specific PDS programs	Principals	4	6
	Teachers	4	6
	Others	3	6
e. Value of conference for promoting PDS program	Principals	4	6
	Teachers	4	6
	Others	4	6
f. Value of conference for professional development	Principals	4	7
	Teachers	4	6
	Others	4	6

changes in understandings and feelings of teachers, principals and the group as a whole toward the pilot demonstration school program.

Further, perceptions of the Laboratory staff members who participated in the work conference strongly support the view that the conference was effective in accomplishing its objectives.

APPENDIX A

WORKSHOP PARTICIPANTS

WORKSHOP PARTICIPANTS

ALABAMA

Auburn Component

Dr. Wayne Teague, Director

Choctaw County Training School

Joseph Marsh, Principal
Rose Marie Hayes, Teacher
David Johnson, Teacher

Cullman West Elementary

Richard Chapman, Principal
Nava Jean Parker, Teacher
Harriet Thompson, Teacher

R. L. Stone Junior High

Barnett Gamble, Principal
Linda Craft, Teacher
Helen McClune, Teacher

Tuscaloosa Component

Dr. Lawrence Malone, Associate Director

George H. Roberts, Asst. Supt., Limestone County Board of Education

Clements High School

M. T. Newman, Jr., Principal
Lydia Dement, Teacher
Betty Roberts, Teacher
Ruth Shelton, Teacher

Haleyville High School

W. G. Campbell, Principal
Quinton Dollar, Teacher
Dorothy Kirchler, Teacher

New Castle High School

Eliza Penny, Assistant Principal
Dwight A. Burgess, Teacher
Irma Jones, Teacher

FLORIDA

Gainesville Component

Dr. H. H. McAshan, Director
Mr. Luther R. Rogers, Associate Director

Consolidated Elementary School
John A. Rutledge, Principal
Mrs. Laural Brault, Teacher
Mrs. Charity R. Moore, Teacher

Hawthorne School
Lonnie W. Bryan, Principal
Edwin N. Edris, Guidance Counselor
Mrs. Jeff McMeekin, Teacher

A. L. Lewis School
DeVernon Nicks, Principal
Mrs. Catherine B. Lang, Teacher
Mrs. Erma R. Muldrew, Curriculum Assistant

Miami Component

Dr. John F. Crittenden, Associate Director

Hagen Road Elementary
Mrs. Martha Binns, Teacher

Moore Haven High School
Lawrence N. Monds, Principal

Santa Clara Elementary
L. Maganiello, Principal

Tampa Component

Dr. David Hernandez, Director

Alva Elementary
George H. Steele, Principal
Ruby Daniels, Teacher
Susan Andrews, Teacher

First Street School
Waitman Gall, Principal
Mrs. Louise R. Johnson, Teacher
Margaret K. Johnson, Teacher

FLORIDA (Continued)

Tampa Component (Continued)

Franklin Junior High
Jack I. Mangione, Teacher

Tallahassee Component

Mr. Rex C. Toothman, Director

Blountstown High School
Paul W. King, Principal
Mrs. Gene McClellan, Teacher
Kathryn Weed, Teacher

Bristol Elementary
Mrs. Carolyn Larkins, Teacher
Robert E. Lee, Graduate Assistant Florida State University

Shadeville High School
Rufus Williams, Principal
Cester Moore, Teacher
Vivian Williams, Teacher

GEORGIA

Athens Component

Mr. W. P. Sprayberry, Director

Dawson County Elementary
Clarence Dennard, Principal
Mrs. Curtis Ayers, Teacher
Mrs. Clarence Dennard, Teacher

North Summerville Elementary
John W. King, Principal
Elizabeth Thomas, Teacher
Mrs. Orble Allen, Librarian

Sparta High School
Thomas Hogg, Principal
Jim Abbott, Teacher
Frank Lewis, Jr., Teacher

GEORGIA (Continued)

Atlanta Component

County Line Elementary
Arthur L. Davis, Principal

Fifth Avenue School
Mrs. W. Howard Smith, Principal
Margaret Williamson, Teacher

West Fulton High School
James J. Krivich, Principal

Consultants - U. S. O. E.

Dr. Norman Boyan
Dr. Richard Davis
Dr. E. C. Stimbert

State Department Representatives

Dr. James E. Harbin, State Department of Education of Florida
Mrs. Juanita Abernathy, State Department of Education of Georgia

University Representatives

Dr. Yewell Thompson, University of Alabama
Dr. Douglas Alley, Auburn University
Dr. Herman Frick, Florida State University
Dr. C. C. Miller, Florida Technological University
Dr. J. A. Battle, University of South Florida
Dr. Ralph Schmid, Emory University

Southeastern Education Laboratory - Central Office

Dr. Robert L. Hopper, Director
Dr. Wiley S. Bolden, Associate Director for Research
Dr. John Forbes, Associate Director for Dissemination
Mr. Alexander J. Kloster, Associate Director for Development

APPENDIX B

WORK CONFERENCE PROGRAM

WORK CONFERENCE PROGRAM

SUNDAY, July 23, 1967

7:00 pm - 9:00 pm - Registration and Reception

MONDAY, July 24, 1967

9:00 am - 10:15 am - Welcome and Overview of the Pilot Demonstration School Network - Robert L. Hopper

10:15 am - 10:30 am - Break

10:30 am - 11:00 am - Introductions and Roll Call of Schools - John Forbes

11:00 am - 12:00 m - Presentation of Typical Pilot Demonstration School Activities - Paul Sprayberry
Moore Haven School
A. L. Lewis School

12:00 m - 1:30 pm - Lunch

1:30 pm - 4:00 pm - Work Session - "ACTIVITY PURPOSE AND FOCUS" (Component Directors, other staff and University representatives work with school staffs in defining and sharpening purpose and focus of activities).

TUESDAY, July 25, 1967

9:00 am - 10:00 am - Feedback and Recap of Previous P.M. Session
Rex Toothman

10:00 am - 10:15 am - Break

10:15 am - 12:00 m - Presentation - "REGIONAL PROGRAM DESIGN"
Wayne Teague, Presiding
Panel: Alexander J. Kloster
Wiley S. Bolden

Interrogation and Discussion

12:00 m - 1:30 pm - Lunch

TUESDAY, July 25, 1967

1:30 pm - 3:00 pm -	Work Session "PROGRAM DESIGN" (Component Staff, other staff and University representatives work with school staffs to sharpen program design).
3:00 pm - 4:30 pm -	Special Group Sessions - 1. Non-graded Instruction Luther R. Rogers John Crittenden 2. Module I - Interpersonal Relations Wiley S. Bolden

WEDNESDAY, July 26, 1967

9:00 am - 10:00 am -	Feedback and Recap of Previous P.M. Session - David E. Hernandez
10:00 am - 10:15 am-	Break
10:15 am - 12:00 m -	Presentation - "IMPLEMENTATION" Lawrence Malone, Presiding Panel: Arthur Davis Louis P. Manganiello Waitman Gall Interrogation and Discussion
12:00 m - 1:30 pm -	Lunch
1:30 pm - 4:00 pm -	Work Session - "IMPLEMENTATION" (Component Directors, other staff and University representatives work with school staffs to develop feasibility and capability for implementing activities).

THURSDAY, July 27, 1967

9:00 am - 10:30 am -	Presentation - "EVALUATION" H. H. McAshan, Presiding Panel: Wiley S. Bolden Herman Frick Jean A. Battle

THURSDAY, July 27, 1967

10:30 am - 10:45 am - Break

10:45 am - 12:00 m - Presentation "EVALUATION" (Continued)

12:00 m - 1:30 pm - Lunch

1:30 pm - 4:00 pm - Work Session - "EVALUATION"
(Component Staff, other staff and University representatives work with school staffs to define and sharpen evaluation procedures).

FRIDAY, July 28, 1967

8:00 am - 9:00 am - Conference Expense Information

9:00 am - 10:00 am - Recap of Sessions - Calvin C. Miller
David E. Hernandez, Presiding

10:00 am - 10:15 am - Break

10:15 am - 11:30 am - Workshop Evaluation, Wiley S. Bolden
Next Steps, Robert L. Hopper

APPENDIX C

ACTIVITY PLAN REPORTS

Name of School:	CHOCTAW COUNTY TRAINING SCHOOL Choctaw County Lisman, Alabama
Title of Activity:	Improving Communication Skills and Self-Concepts of Pupils Through the Use of Team-teaching and Flexible Scheduling
Proposed Beginning Date:	September, 1967
Completion Date:	

A. Activity Focus and Purpose:

1. State the purpose and focus of this activity.

To alleviate deprivation existing among our students; limited vocabularies, difficulties in understanding the verbal content of school subjects, lack of interest in education, limited skills in reading, writing, and listening, and low level of aspiration and ambition.

This purpose will be accomplished through flexible scheduling, team-teaching, and the use of appropriate materials and equipment.

2. Present data that support the importance of this activity. Include statistical data if available.

In a recent study, it was established that ninety per cent of the families in the community were placed in the poverty stricken class. This condition accounts for the importance of building self-esteem. To establish data baselines for further evaluations, questionnaires were completed by each parent to determine his economic and educational level.

Various tests were also administered to the students in the language arts classes. The results of these tests indicated that the achievement level of the students is considerably below the national norm.

B. Program Design:

1. State specific objectives of this activity.

The following objectives were selected for this activity.

a. To enhance the students communication skills in reading, writing, speaking and listening through the use of promising materials and practices.

b. To improve self-concepts of students through innovative methods and materials.

2. Identify and/or describe specific personnel, methods, materials, services, etc., that constitute basic components of the activity.

This activity will be initiated with a team of five (5) junior high teachers and a counselor. An effort to improve students motivation will be attempted through the "experience approach" in methodology. The methods and activities employed will allow for self-expression.

Specific materials and equipments for communicative arts will be selected with the assistance of consultants. This equipment will include a speech laboratory.

3. Describe how the components are organized into a plan for accomplishing the objectives.

To accomplish the objectives of this program, the team-teaching approach, with programmed instructions, will be employed.

Flexible scheduling with teacher-team planning time will be practiced. This will be made possible by following the school-with-in-a-school approach. The seventh and eighth grade pupils will be scheduled as a total school and their schedule will not be affected by the schedule of other grades or vice-versa.

C. Implementation:

Present the sequence and schedule of tasks or assignments that must be accomplished as the activity progresses. Specify the resources allocated to these tasks.

1. A pre-school workshop for project staff.
2. Securing of materials and equipment needed to augment presently available resources.
3. Time allotments and flexible schedules will be provided.
4. Testing of students to ascertain present levels of achievement.
5. Planning units of teaching.
6. Continuous evaluation of pupil progress and of new materials used.
7. Post-testing of students at specific intervals.
8. Statistical analyses of testing results.
9. Evaluation of program at specific intervals.
10. Final post-testing of students.
11. Statistical analyses of testing results (pre-and final post-test).
12. Evaluation of total program.

D. Evaluation:

1. Specify the instruments and/or techniques in terms of which each objective will be assessed.

Evaluation will be both subjective and statistical. Pre-and post-tests will be used, and statistical analyses of these results will be conducted. Difference at the .05 level of confidence will be considered significant. Teacher evaluations of student progress will also be used in analyzing the effects and success of the program. Evaluation will be conducted not only at the conclusion of the study, but also at specific intervals of 3 or 4 months.

Name of School:	CULLMAN WEST ELEMENTARY SCHOOL Cullman City Schools Cullman, Alabama
Title of Activity:	Improvement of Communication Skills and Self-Concepts in the Fifth Grade Through Reorganization of Staff, Instructional Techniques and Materials
Proposed Beginning Date:	September, 1967
Completion Date:	

A. Activity Focus and Purpose:

1. State the purpose and focus of this activity.

To improve communication skills and self-concepts of pupils through new teaching methods and staff organization.

Focus will be upon the fifth grade population, the selection and use of new and/or special purpose materials, team teaching, and flexible scheduling.

2. Present data that support the importance of this activity. Include statistical data if available.

Present data supporting importance of this activity consist primarily of teacher observation and results of teacher developed tests.

Achievement tests in the past have verified that approximately 25% of the pupils are deficient in reading skills.

Other data will be forthcoming with the administering of selected tests at the beginning of the 1967-68 year.

B. Program Design:

1. State specific objectives of this activity.

To improve reading, listening, speaking, and writing skills of all pupils and to improve self-concepts of the socially, economically, and culturally deprived pupil by

B. Program Design (Continued)

the introduction of special purpose materials, through in-service training of teachers, by flexible scheduling and by a closer relationship with the homes of the pupils.

2. Identify and/or describe specific personnel, methods, materials, services, etc., that constitute basic components of the activity.

a.	Personnel	- 4 classroom teachers, linguistics consultant, 1 para-professional, 1 student teacher, 1 physical education teacher, 1 librarian, SEL staff, and consultants.
b.	Methods	- Team-teaching and cooperative planning, adequate planning time, and flexible scheduling for pupils.
c.	Materials	- Linguistic consultants with assistance from SEL will select appropriate materials.

3. Describe how the components are organized into a plan for accomplishing the objectives.

   a. New classrooms have been constructed to accommodate large and small group instruction, a new free-standing library will also supplement this aspect of the program.

   b. Scheduling of para-professionals, physical education teacher, librarian, and student teacher will provide adequate planning time during the school day for team teachers.

   c. Home visitation, parent conferences, and part-time clinical psychologists will assist in improvement of self-concepts.

   d. Continuing consultants will assist in teacher planning and re-evaluation of the total program.

C. Implementation:

Present the sequence and schedule of tasks or assignments that must be accomplished as the activity progresses. Specify the resources allocated to these tasks.

1. Securing of materials and equipment needed to augment presently available resources.
2. Testing of students to ascertain present levels of achievement.
3. Planning units of teaching.
4. Continuous evaluation of pupil progress and of new materials used.
5. Post-testing of students at specific intervals.
6. Statistical analyses of testing results.
7. Evaluation of program at specific intervals.
8. Final post-testing of students.
9. Statistical analyses of testing results (pre-and final post-test).
10. Evaluation of total program.

D. Evaluation:

1. Specify the instruments and/or techniques in terms of which each objective will be assessed.

   Evaluation will be both subjective and statistical. Pre-and post-tests will be used and statistical analyses of these results will be conducted. Difference at the .05 level of confidence will be considered significant. Teacher evaluation of student progress will also be used in analyzing the effects and success of the program. Evaluation will be conducted not only at the conclusion of the study, but also at specific intervals of 3 or 4 months.

2. State plan for data gathering.
   a. Pre-and post-tests will be given.
   b. Pupil profiles and records to be accumulated.

Name of School: ROY L. STONE JUNIOR HIGH SCHOOL
Madison County
Huntsville, Alabama

Title of Activity: Improving Communicative Skills and Self-Concepts Through a School-With-In-a-School Organization and the Use of Special Materials

Proposed Beginning Date: September, 1967

Completion Date:

A. Activity Focus and Purpose:

1. State the purpose and focus of this activity.

To improve communicative skills and to up-grade self-concept in pupils. Focus in our school-with-in-a-school concept is in the 7th grade where special materials will be used by a team of teachers who will plan their work together as they operate in a flexible schedule. This will enable them to use the school day in whatever time modules they desire.

2. Present data that support the importance of this activity. Include statistical data if available.

Results of California Achievement Test, and Kansas Test show reading ability was below national norm.

Other tests were given, but titles are not available at this time.

B. Program Design:

1. State specific objectives of this activity.

   a. To have teachers with attitudes and training to enable them to help students improve in communicative skills and self-concept.

   b. To use special purpose materials to supplement traditional curriculum.

   c. To designate specific planning sessions for the group of teachers in this school.

B. Program Design (Continued)

d. To provide individual and group counseling for students.

e. To change the reporting system to parents through elimination of traditional report cards.

2. Identify and/or describe specific personnel, methods, materials, services, etc., that constitute basic components of the activity.

a. Four subject-matter teachers, an additional language art teacher, a counselor and a part-time physical education teacher will work with an administrative person. (This person acting as advisor). Teachers acting as specialists in their own field, working together as a team with 150 students.

b. Materials, etc., use of that available from SEL plus agencies to supplement our traditional materials.

3. Describe how the components are organized into a plan for accomplishing the objectives.

a. Cluster arrangement of teachers (located together in school plant near small assembly room and conference room).

b. Method of schedule is small and large block time.

c. Team teaching will be employed in some subject areas.

d. Teachers will be scheduled so that they will all have a planning period at the same time. This will make it possible not only to plan for instruction, but also evaluation, conferences and other matters as well.

e. Plan for home visitation, pupil profile, records, etc.

C. Implementation:

Present the sequence and schedule of tasks or assignments that must be accomplished as the activity progresses. Specify the resources allocated to these tasks.

1. Securing of materials and equipment needed to augment presently available resources.
2. Testing of students to ascertain present levels of achievement.
3. Planning units of teaching (allocation of resources same as B2).
4. Continuous evaluation of pupil progress and of new materials used.
5. Post-testing of students at specific intervals.
6. Statistical analyses of testing results.
7. Evaluation of program at specific intervals.
8. Final post-testing of students.
9. Statistical analyses of teaching results (pre-and final post-test).
10. Evaluation of total program.

D. Evaluation:

1. Specify the instruments and/or techniques in terms of which each objective will be assessed.

Evaluation will be both subjective and statistical. Pre-and post-test will be used, and statistical analysis of these results will be conducted. Difference at the .05 level of confidence will be considered significant. Teacher evaluations of student progress will also be used in analyzing the effects and success of the program. Evaluation will be conducted not only at the conclusion of the study, but also at specific intervals of 3 or 4 months.

D. Evaluation (Continued)

2. State plan for data gathering.

    a. Pre- and post-test will be given.

    b. Pupil profiles and records to be accumulated.

Name of School: CLEMENTS HIGH SCHOOL
Limestone County
Athens, Alabama

Title of Activity: Continued Advancement Program

Proposed Beginning Date: Fall, 1967

Completion Date:

A. Activity Focus and Purpose:

1. State the purpose and focus of this activity.

To raise the level of educational progress of the child. To increase the sense of responsibility in the child. Recognize the child as an unique human being who varies in the rate of learning.

2. Present data that support the importance of this activity. Include statistical data if available.

Lack of interest the child has as he advances in his work.

To help the child make adjustments who is mentally, physically and emotionally disturbed.

To help develop self-discipline of the disinterested pupil.

B. Program Design:

1. State specific objectives of this activity.

To teach the child to work independently.

To improve the child's comprehensive ability and rate of speed.

To develop self-discipline.

To increase the sense of responsibility in the child.

B. Program Design (Continued)

2. Identify and/or describe specific personnel, methods, materials, services, etc., that constitute basic components of the activity.

Each teacher will follow her pupils for three years. Using all available material at hand, such as: library books, visual aids, SRA material, basic curriculum, State of Alabama field trips, maps, globes, consultants, demonstrations, and in-service training.

3. Describe how the components are organized into a plan for accomplishing the objectives.

Compare traditional teaching with the CAP with idea of holding the child's interest to develop a desire to continue his education, and prepare him for a richer, fuller, and more stable life.

C. Implementation:

Present the sequence and schedule of tasks or assignments that must be accomplished as the activity progresses. Specify the resources allocated to these tasks.

Visitation of parents.

Testing at the beginning of school year.

Inform the parents of purpose of program.

Grouping as to the result of these tests.

Sub-grouping as the pupil progresses.

Teach on each individual level as each child develops at his speed.

Have conferences with parents to inform them of progress the child is making.

Plan a schedule that would meet the needs of the disadvantaged children as well as the children on higher levels.

The first grade will be divided equally among two teachers, approximately 35 pupils per teacher, comparing a graded situation and continued advancement program for the same period of time.

D. Evaluation:

1. Specify the instruments and/or techniques in terms of which each objective will be assessed.

   Increase the average daily attendance as revealed through daily records.

   Appropriate selected test for each student level.

   Increased interest in library material and the use of dictionary.

   Reactions in peer group.

   Amount of responsibility achieved.

   Measure of listening ability.

   How well the disadvantaged child had adjusted socially, mentally, and physically.

   Teacher's personal evaluation of child's achievements.

2. State plan for data gathering.

   a. Testing at the beginning and ending.

   b. Teacher's observation of child's development.

   c. Daily record of attendance.

Name of School: CLEMENTS HIGH SCHOOL
Limestone County
Athens, Alabama

Title of Activity: Implementation of Audio-Visual Material

Proposed Beginning Date: September 1, 1967

Completion Date: May 26, 1968

A. Activity Focus and Purpose:

1. State the purpose and focus of this activity.

Implement the proper use of audio-visual equipment and materials for classroom learning.

2. Present data that support the importance of this activity. Include statistical data if available.

Lack of proper use of the large library of films, filmstrips, tapes, records and transparencies available at County level.

Lack of cultural enrichment background as shown by California Testing Program.

Need for supplemental teaching aids for all faculty members.

B. Program Design:

1. State specific objectives of this activity.

How to use equipment.

Proper use of material

Increase learning span of student through process of seeing-hearing-doing.

B. Program Design (Continued)

2. Identify and/or describe specific personnel, methods, materials, services, etc., that constitute basic components of the activity.

Personnel

Audio-visual material consultants
Audio-visual equipment consultants
Classroom teacher

Methods

As recommended by consultants and audio-visual material developers.

Materials

a. Educational filmsfrom E. B., Coronet and McGraw Hill.

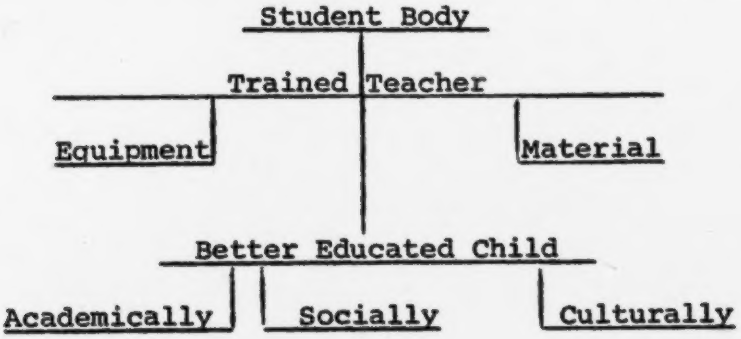
b. Filmstrips from E. B., McGraw Hill, Jam Handy, S.V.E. and other Educational Producers.

c. Records from textbook publishers - R. C. A., and Educational Record Service.

Services

The services will provide a new method of presenting instructional material to child.

3. Describe how the components are organized into a plan for accomplishing the objectives.


Student Body
Trained Teacher
Equipment
Material
Better Educated Child
Academically
Socially
Culturally

C. Implementation:

Present the sequence and schedule of tasks or assignments that must be accomplished as the activity progresses. Specify the resources allocated to these tasks.

1. a. Train teachers in audio-visual techniques, for proper use of material and usage of equipment.

   b. Proper material selection.

   c. Knowledge of contents of material (preparation and planning time).

2. Consultants, audio-visual library, equipment.

D. Evaluation:

1. Specify the instruments and/or techniques in terms of which each objective will be assessed.

   Appropriate tests of the kinds listed below, given as pre-and post-test.

   a. Standardized test.

   b. Teacher-made test.

   c. Teacher observation.

   d. Usage of equipment and material by teacher as indicated by records.

Name of School: CLEMENTS HIGH SCHOOL
Limestone County
Athens, Alabama

Title of Activity: Increased Use of Team Teaching and Programmed Instruction

Proposed Beginning Date: Fall of 1967

Completion Date:

A. Activity Focus and Purpose:

1. State the purpose and focus of this activity.

The purpose of the activity listed above--or the two correlated--is to utilize the staff's training and background to effect improvement in social concepts and mathematical competencies and to enhance the quality of individualized instruction. This activity will be concentrated in the social studies field of grades 4-12, inclusive.

2. Present data that support the importance of this activity. Include statistical data if available.

Research shows that team teaching, properly employed, is more effective than the traditional approach to teaching. For many purposes, individualized instruction is preferable to group instruction. Programmed instruction is highly individualized, and particularly useful in facilitating learning of basic skills and concepts. These approaches appear promising for our school and county where graduating seniors have scored lower for several consecutive years in social studies than in any of the other subject matter areas tested.

B. Program Design:

1. State specific objectives of this activity.

   a. One of the objectives is to allow the student to receive the extra benefit of a teacher working in his area of greater interest and excellence, the extra benefit being more thorough knowledge and greater competency.

B. Program Design (Continued)

b. Another objective of team teaching and programmed instruction is to meet the needs of all levels of students, regardless of ability, to reach their potential.

2. Identify and/or describe specific personnel, methods, materials, services, etc., that constitute basic components of the activity.

The activity will employ the social studies teachers, varied according to the needs of the students and the personalities of the teachers involved. The programmed instruction will be provided the students as soon as diagnostic tests establish the learning level of the various students.

3. Describe how the components are organized into a plan for accomplishing the objectives.

The staff working in the various components will be scheduled to meet weekly in conferences, with consultants occasionally, and review their progress and plans, revising and shifting duties and areas of responsibility.

C. Implementation:

Present the sequence and schedule of tasks or assignments that must be accomplished as the activity progresses. Specify the resources allocated to these tasks.

As soon as the social studies personnel in our school are known, a meeting to thoroughly assess their certification and/or interests will be held. As many meetings as necessary will be scheduled. Our team teaching this year will be new in the social studies field, as will the programmed instruction.

There will be 450 students involved and probably five (5) teachers, headed by the staff leader or department head. All available maps, globes and audio-visual aids will be utilized in instruction. Visiting local and area people competent in the social studies field such as public office holders, credit bureau managers and visiting dignitaries will supplement the offering of the various regular instructors.

D. Evaluation:

1. Specify the instruments and/or techniques in terms of which each objective will be assessed.

The evaluation of this innovation on our part will be in the form of standardized tests of achievement and in the employment of attitude tests.

2. State plan for data gathering.

We expect to pre-test and post-test and compare present and on-going scores with past scores.

Name of School: CLEMENTS HIGH SCHOOL
Limestone County
Athens, Alabama

Title of Activity: Serving Breakfast to all Interested Students

Proposed Beginning Date: August 29, 1967

Completion Date: End of School

A. Activity Focus and Purpose:

1. State the purpose and focus of this activity.

The purpose of this activity is to provide breakfast for those who, because of working parents, low economic conditions, or for other cause, do not have an opportunity or do not avail themselves of the opportunity to have a nutritious, balanced meal in the morning before coming to school.

2. Present data that support the importance of this activity. Include statistical data if available.

Poor attendance, poor health, low level of energy and enthusiasm, which characterize the pupil who does not eat breakfast.

B. Program Design:

1. State specific objectives of this activity.

The specific objectives of this activity are:

a. To improve attendance

b. To improve health and learning potential

c. To improve pupils' concepts of the contribution of the school program to their well-being.

2. Identify and/or describe specific personnel, methods, materials, services, etc., that constitute basic components of the activity.

The personnel will be the regular lunchroom workers, and the methods will be the use of the breakfast period in

B. Program Design (Continued)

a lunchroom for the groups involved.

3. Describe how the components are organized into a plan for accomplishing the objectives.

It is assumed that approximately 100 breakfasts will be served daily, served by approximately three home room groups. These groups would be of homogeneous age levels.

C. Implementation:

Present the sequence and schedule of tasks or assignments that must be accomplished as the activity progresses.

The task will be directly the assignment given to the lunchroom staff to handle adequately.

Food and beverages, milk or juice, will be furnished by the Commodity Program and purchased to supplement the diet. Flour and many other staples are available under the arrangement through the State Department of Education.

All the resources and facilities of the lunchroom will be utilized in the promotion of the program.

Again, after determining the identity of the students availing themselves of the opportunity to eat is established, a sufficient number of teachers will be selected to divide participants into the necessary number of homeroom groups.

D. Evaluation:

1. Specify the instruments and/or techniques in terms of which each objective will be assessed.

The techniques we will use to evaluate the value of this program will be:

a. Attendance records will answer the effect on attendance. Each child's absence or attendance is recorded daily, traditionally. Comparison will be made with past and present attendance.

b. Scales for weighing, tapes for measuring, and observation will be used to assess the impact upon health and interest and attention.

D. Evaluation (Continued)

c. Personal contacts will provide opinions about the child's change-for-the-better concept of the school and his associates during a two meal a day sojourn.

2. State plan for data gathering.

Included under D1.

Name of School: CLEMENTS HIGH SCHOOL
Limestone County
Athens, Alabama

Title of Activity: Teacher-Home Visitation Program

Proposed Beginning Date: September 15, 1967

Completion Date: January 15, 1968

A. Activity Focus and Purpose:

1. State the purpose and focus of this activity.

The purpose of the home visitation program in our school is to acquaint the teacher with the individual homes and home situations of pupils, thereby gaining a greater knowledge of the social and economic background of the pupils who will be enrolled in our school because of immediate desegregation and recent consolidation.

2. Present data that support the importance of this activity. Include statistical data if available.

Our rate of 45-50 per cent of drop-outs supports the importance of the activity.

We have had a recent 17% increase in enrollment in our school because of the consolidation of three outlying small schools; in addition to this, we shall have a projected 12% increase because of desegregation.

To cut our 6-7% absenteeism. (This is caused by 10% of the students)

B. Program Design:

1. State specific objectives of this activity.

   a. Reduce the number of absentees caused by lack of interest in school.

   b. Reduce the percentage of drop-outs.

   c. Better understanding of the school program by the parents and community.

B. Program Design (Continued)

   d. Give the teacher a better knowledge of the child and his background.

2. Identify and/or describe specific personnel, methods, materials, services, etc., that constitute basic components of the activity.

Each teacher will visit the homes of her home-room students. Since the vocational teachers have previously done visiting, we shall use their experience to facilitate the visitation program.

We plan to set up a more complete data card for each family.

3. Describe how the components are organized into a plan for accomplishing the objectives.

   a. All the teachers will visit.

   b. Teachers will visit as teams.

   c. All homes represented will be visited.

   d. Criteria will be set up as to what information to be gained from these visits.

   e. Data cards will be used to record and file this information.

C. Implementation:

Present the sequence and schedule of tasks or assignments that must be accomplished as the activity progresses. Specify the resources allocated to these tasks.

We set September 15 as the approximate date to begin our visitation program and the completion date January 15. Because of new student enrollment this will be a continuous program.

In view of the fact that we shall have Negro teachers for the first time this year, this constitutes a problem in our visitation program. We hope to solve this problem by using teams during our visitation. All teachers will not have homerooms; hence, these teachers can be used as team members where needed.

C. Implementation (Continued)

Through the use of data cards it is hoped that a family of only one child will not be visited by more than one team of teachers.

We anticipate funding by SEL for our mileage if not our time spent in this activity.

D. Evaluation:

1. Specify the instruments and/or techniques in terms of which each objective will be assessed.

    a. Our daily attendance records can be compared to previous attendance records to see if absenteeism has been reduced.

    b. We can compare our rate of drop-outs after the first year to our previous rate of drop-outs to see if they have been reduced.

    c. We can measure the amount of increased understanding of our school program by the parents and community by their interest, participation and approval.

2. State plan for data gathering.

    a. By observation

    b. By specific questions

    c. By indirect questions

    d. Then this information will be listed on a confidential data card.

Name of School: HALEYVILLE HIGH SCHOOL
Winston County
Haleyville, Alabama

Title of Activity: Departmentalize in Four Areas in Grades Five and Six

Proposed Beginning Date: August, 1967

Completion Date:

A. Activity Focus and Purpose:

1. State the purpose and focus of this activity.

   The purpose of this activity is to improve the teaching in four subject matter areas of grades five and six by departmentalizing instruction in these areas.

2. Present data that support the importance of this activity. Include statistical data if available.

   School records indicate a large number of failures in grade seven. One reason for this is the lack of adjustment to a completely departmentalized pattern in grade seven.

   Several fifth and sixth grade teachers are trained in specialized fields or have a special interest in teaching in one of their specialized fields.

B. Program Design:

1. State specific objectives of this activity.

   Improved achievement of pupils in the areas of science, social studies, arithmetic, and language in grades five and six.

2. Identify and/or describe specific personnel, methods, materials, services, etc., that constitute basic components of the activity.

   a. Professional materials

   b. Consultants

B. Program Design (Continued)

   c. SEL staff members

   d. Observing other departmentalized fifth and sixth grades.

3. Describe how the components are organized into a plan for accomplishing the objectives.

A schedule has been made that enables fifth and sixth grade teachers to teach in their specialized or special interest areas.

C. Implementation:

Present the sequence and schedule of tasks or assignments that must be accomplished as the activity progresses. Specify the resources allocated to these tasks.

   a. Gain support of the superintendent of education.

   b. Acceptance by the teachers involved.

   c. Materials used for this activity will be selected by teachers and consultants.

   d. Consultants are scheduled to be made available by SEL.

D. Evaluation:

1. Specify the instruments and/or techniques in terms of which each objective will be assessed.

Comparison from previous achievement evaluations with results of this plan being followed this year. Pre-test and post-test will be given during the year. Teacher observations will be used to evaluate this activity.

2. State plan for data gathering.

   a. Standardized testing.

   b. Observations of teachers.

   c. Analyzing results of years activity with the help of SEL consultants.

Name of School: HALEYVILLE HIGH SCHOOL
Winston County
Haleyville, Alabama

Title of Activity: Effect of a Breakfast Program on Economically Deprived Students

Proposed Beginning Date: August, 1967

Completion Date: August, 1968

A. Activity Focus and Purpose:

1. State the purpose and focus of this activity.

   The purpose of this activity is to determine the effect of a balanced breakfast on a student's physical and educational development and achievement.

2. Present data that support the importance of this activity. Include statistical data if available.

   a. School attendance records.

   b. Achievement records.

   c. Behavior patterns.

   d. Teacher evaluations.

B. Program Design:

1. State specific objectives of this activity.

   Study the effect this balanced breakfast has on the economically deprived child's physical and emotional development, and achievement academically.

2. Identify and/or describe specific personnel, methods, materials, services, etc., that constitute basic components of the activity.

   a. Present lunchroom personnel and facilities will be used.

B. Program Design (Continued)

b. The students involved will be served a hot breakfast before reporting to class.

c. The program will be a part of the present federal lunchroom, as well as Title I, P. L. 89-10 activities.

3. Describe how the components are organized into a plan for accomplishing the objectives.

Records will be kept on the economically deprived students in attendance, achievement, and behavioral patterns to determine the difference a breakfast makes.

C. Implementation:

Present the sequence and schedule of tasks or assignments that must be accomplished as the activity progresses. Specify the resources allocated to these tasks.

1. Permanent records on these students.

2. Teacher observations.

3. Testing results administered during the year compared with previous test results.

4. Lunchroom personnel and facilities of the Federally operated lunch program.

D. Evaluation:

1. Specify the instruments and/or techniques in terms of which each objective will be assessed.

a. Achievement test results.

b. Teacher observations.

c. Physical examinations.

d. Anecdotal records.

2. State plan for data gathering.

This will be done cooperatively by lunchroom supervisor, individual teachers and office personnel.

Name of School: HALEYVILLE HIGH SCHOOL
Winston County
Haleyville, Alabama

Title of Activity: Faculty Study of Different Organizational Patterns

Proposed Beginning Date: August, 1967

Completion Date: August, 1968

A. **Activity Focus and Purpose:**

1. State the purpose and focus of this activity.

The purpose of this activity is to decide which pattern of school organization would best meet the individual needs of our students.

The focus of this activity would be an intensive study by the faculty of different organizational structures.

2. Present data that support the importance of this activity. Include statistical data if available.

Our present traditional organizational structure appears to be designed primarily to meet the needs of the average student, giving little attention to the slow learner and the gifted student.

Year to year progression records on students show a large number of low achievers and high potential achievers are not challenged to their capacity.

B. **Program Design:**

1. State specific objectives of this activity.

To re-examine our present organizational pattern and study many other school patterns. We will determine from this study a pattern which would best meet the individual needs of students.

B. Program Design (Continued)

2. Identify and/or describe specific personnel, methods, materials, services, etc., that constitute basic components of the activity.

    a. Professional materials.

    b. Consultants.

    c. SEL staff members.

    d. Observing other organizational patterns by faculty members.

    e. Attend workshops and institutes.

3. Describe how the components are organized into a plan for accomplishing the objectives.

    a. Local school in-service study.

    b. Leadership furnished from SEL staff members.

C. Implementation:

Present the sequence and schedule of tasks or assignments that must be accomplished as the activity progresses. Specify the resources allocated to these tasks.

1. Gain support of the superintendent of education.

2. Acceptance by the professional staff.

3. Study school data which is presently available.

4. Examine all available school surveys.

5. Planned in-service program.

6. Materials selected for this study with the help of SEL director.

7. Consultants to be made available by SEL.

D. Evaluation:

1. Specify the instruments and/or techniques in terms of which each objective will be assessed.

   Determine as a faculty, which organizational pattern will best meet the needs of our students. Observations made, experience of the faculty, materials studied, and advice of consultants will be used to make a decision.

2. State plan for data gathering.

   a. Conduct pre-testing and post-testing of achievement.

   b. Study attendance records.

   c. Study school records of failures.

   d. Study our school dropouts.

   e. Use grade-age data.

   f. Study materials and research.

   g. Study deprived Negro and white students' socio-economic background.

Name of School: HALEYVILLE HIGH SCHOOL
Winston County
Haleyville, Alabama

Title of Activity: Training Program for Use of Visual Aids and Materials

Proposed Beginning Date: August, 1967

Completion Date: August, 1968

A. Activity Focus and Purpose:

1. State the purpose and focus of this activity.

To enable teachers to become efficient in the use of visual aids and materials now available in our school.

2. Present data that support the importance of this activity. Include statistical data if available.

Large numbers of visual aids and materials which are not being used because of the lack of know-how in the use of these materials.

B. Program Design:

1. State specific objectives of this activity.

Equip all teachers with the knowledge of using and planning the use of all available visual aids and materials.

2. Identify and/or describe specific personnel, methods, materials, services, etc., that constitute basic components of the activity.

    a. Use of teachers who now use these materials to instruct other teachers in the planning and use of these aids.

    b. Bring in consultants to instruct teachers in the use of available aids.

B. Program Design (Continued)

3. Describe how the components are organized into a plan for accomplishing the objectives.

    Small groups of teachers will be instructed at regular intervals during school year as a part of schools regular in-service program.

C. Implementation:

Present the sequence and schedule of tasks or assignments that must be accomplished as the activity progresses. Specify the resources allocated to these tasks.

1. Locating consultants.

2. Approval of local school administration.

3. Acceptance by the faculty.

4. Determine which teachers will act as instructors for the different aids.

D. Evaluation:

1. Specify the instruments and/or techniques in terms of which each objective will be assessed.

    a. Teachers will keep a record on the use of all visual aids and materials.

    b. Questionnaires will be used to determine the effectiveness the use of these aids had on the instructional program.

2. State plan for data gathering.

    a. Day to day teacher's record on use of aids.

    b. Questionnaire will be used at regular intervals during the school year.

Name of School:	NEW CASTLE HIGH SCHOOL Jefferson County Birmingham, Alabama
Title of Activity:	Home-School Counselor Activities
Proposed Beginning Date:	September, 1967
Completion Date:	Continuous

A. Activity Focus and Purpose:

1. State the purpose and focus of this activity.

The purpose of this activity is to bring about a much needed relationship between the school and home, thus allowing the two institutions to work toward raising the cultural and aspirational level of not only the students but also the entire family unit. The rationale behind this project is that better understanding between the home and school will improve the school community.

B. Program Design:

1. State specific objectives of this activity.

   a. To bring about better understanding between home and school.

   b. To raise the cultural levels of the home to prevent retrogression of students.

   c. To promote better attendance.

   d. To curb drop outs.

   e. To decrease school vandalism.

2. Identify and/or describe specific personnel, methods, materials, services, etc., that constitute basic components of the activity.

The adult education program will be expanded to include academic and cultural activities. The PTA, Homeroom Mothers, Citizens Committee, and the social worker will be used to disseminate information on the

B. Program Design (Continued)

school program to the entire community. Teachers will travel by school bus to the school communities and make home visitations. The principal will send regular newsletters to the parents. Teachers will visit churches in the school communities.

3. Describe how the components are organized into a plan for accomplishing the objectives.

    a. PTA and Citizens Committee will each meet one Sunday afternoon per month.

    b. Adult education will be offered in the various school communities.

    c. The school community will be involved in studies as a part of the Southern Association Evaluation.

C. Implementation:

Present the sequence and schedule of tasks or assignments that must be accomplished as the activity progresses. Specify the resources allocated to these tasks.

1. Teachers will ride school buses to get an overall view of the school community.

2. A consultant will be invited to the PTA and Citizens Committee meetings to give direction to the best approach for good home-school relations.

3. The PTA will sponsor forums or panel discussions dealing with problems as they relate to the overall school program.

4. There will be formal and informal conferences between parents, teachers and administrators.

5. School will sponsor a program in which parents will take the lead in a study of school problems.

D. Evaluation:

1. Specify the instruments and/or techniques in terms of which each objective will be assessed.

    a. Compare parents' attendance at school sponsored activities with attendance before the project.

D. Evaluation (Continued)

- b. A survey can be made of the involvement of parents in adult education and cultural activities.
- c. Make a study of average daily attendance and drop out reports.
- d. Secure information from the Board of Education on decrease or increase in cost of maintenance because of vandalism.

2. State plan for data gathering.

- a. Check attendance of all students.
- b. Check for drop-outs by homeroom classes.
- c. Check amount of destruction to school property.
- d. Record the number of formal and informal visits by parents.
- e. Analyze the information gathered as a result of the school-community survey.
- f. Check willingness of parents to let children participate in and attend cultural activities.

Name of School:	NEW CASTLE HIGH SCHOOL Jefferson County Birmingham, Alabama
Title of Activity:	Improvement of Teaching Through Use of Audio-Visual Aids
Proposed Beginning Date:	September, 1967
Completion Date:	Continuous

A. Activity Focus and Purpose:

1. State the purpose and focus of this activity.

   To familiarize the entire faculty with the operation and use of all audio-visual aids equipment owned by the school, thereby removing barriers that prevent teacher use of audio-visual equipment.

2. Present data that support the importance of this activity. Include statistical data if available.

   Observations suggest that inability to operate audio-visual equipment has caused some teachers not to use it, thus limiting their instruction to the traditional textbook method.

B. Program Design:

1. State specific objectives of this activity.

   a. To train all teachers to operate and use in instruction all audio-visual equipment owned by the school.

   b. To use instructional materials in the improvement of instruction.

2. Identify and/or describe specific personnel, methods, materials, services, etc., that constitute basic components of the activity.

   Professional and industrial consultants will be used to conduct workshops in the use of audio-visual materials.

B. Program Design (Continued)

A teacher will serve as coordinator of instructional materials, provide additional training for faculty members, and see that all materials are maintained in good working order. Money will be needed to sponsor a three-day workshop for feeder school and New Castle High teachers.

3. Describe how the components are organized into a plan for accomplishing the objectives.

    a. In-service programs and workshops will be organized for teachers to learn to use audio=visual equipment.

    b. Consultants will be used to conduct the three-day workshop scheduled for August 28-30, 1967.

C. Implementation:

Present the sequence and schedule of tasks or assignments that must be accomplished as the activity progresses. Specify the resources allocated to these tasks.

1. Group teachers according to their interests, abilities, and training in use of audio-visual equipment.

2. Set up a revolving plan so that all teachers can be exposed to the use of all of the audio-visual equipment.

3. Have teachers demonstrate their ability to use the equipment.

4. Secure money to purchase additional audio-visual equipment and to sponsor in-service workshops.

5. Set up a student training program in use of instructional materials.

6. Provide opportunity for teachers to preview instructional materials.

D. Evaluation:

1. Specify the instruments and/or techniques in terms of which each objective will be assessed.

    a. Make a comparison of amount of instructional materials used before and after the training sessions.

    b. Use standardized test results in comparing academic achievement of students.

    c. Study audio-visual coordinator's records on teacher use of instructional materials.

    d. Have teachers make self-evaluations as to the value of their training in use of audio-visual aids.

2. State plan for data gathering.

    Secure, study, and analyze overall test results of student achievement.

Name of School: NEW CASTLE HIGH SCHOOL
Jefferson County
Birmingham, Alabama

Title of Activity: Improving Language Arts Instruction

Proposed Beginning Date: September, 1967

Completion Date: Continuous

A. Activity Focus and Purpose:

1. State the purpose and focus of this activity.

The purpose of the New Castle project is to raise the cultural and aspirational level of culturally deprived children through an improved instructional program with emphasis on the language arts. Because of the low economic status of New Castle High students, they cannot take advantage of the cultural resources of the Birmingham area. We accept the rationale that exposure to cultural activities will serve as an incentive to raise the aspirations of students. We feel that students who learn to read for enjoyment and understanding will improve their cultural status through independent activities.

2. Present data that support the importance of this activity. Include statistical data if available.

Results of the California Mental Maturity and Achievement tests reveal that the students in the eighth grade are from one to five grades behind in reading. From personal observations, we have noted that few pupils check out library books for pleasure reading; few own books of any kind; many are unable to read the State textbooks for their grade level.

B. Program Design:

1. State specific objectives of this activity.

   a. To raise the reading level of disadvantaged pupils so they will read for enjoyment and self-imporvement.

B. Program Design (Continued)

b. To help pupils understand the value and use of Southern dialect, their community dialect, and standard English.

c. To improve the quality of oral reading, oral and written communication, and listening.

2. Identify and/or describe specific personnel, methods, materials, services, etc., that constitute basic components of the activity.

All English teachers will use the linguistic approach in teaching the language arts. Other essential personnel will be librarians to promote reading for pleasure and self-improvement and to encourage pupils to purchase books for their personal libraries, library aides to assist the librarian, and guidance personnel for testing. Consultants in linguistics and reading will be used to conduct workshops for the entire faculty. English teachers will be encouraged to attend institutes, workshops, and regional meetings.

3. Describe how the components are organized into a plan for accomplishing the objectives.

a. Workshops in reading, linguistics, and use of audio-visual aids will be set up for the benefit of the entire faculty.

b. Two eleventh grade English classes are experimenting with the use of the Readers' Digest and paperbacks for creating interest in reading.

c. Students are grouped on the basis of achievement for instruction in English. Materials and methods of instruction are adapted to the achievement level of each group.

d. The librarian has planned for book fairs, book displays and sale of paperbacks.

C. Implementation:

Present the sequence and schedule of tasks or assignments that must be accomplished as the activity progresses. Specify the resources allocated to these tasks.

C. Implementation (Continued)

1. Group students according to achievement level in reading.

2. Select teachers to teach the various groups on the basis of teacher interest, abilities, and training.

3. Select materials to meet the needs of each group.

4. Use the linguistic approach to the study of the language arts in all of the groups.

5. Set aside an adequate amount of class time for pupils to discuss what they are reading.

6. Have teachers participate in workshops designed to improve their knowledge and competency in the language arts.

7. Have teacher-librarian planned activities in the library for pupil discussions.

8. Provide time for English teachers to plan together and as a result of their planning some team teaching might occur.

D. Evaluation:

1. Specify the instruments and/or techniques in terms of which each objective will be assessed.

    a. Reading performance will be measured by standardized tests at the beginning and end of each year.

    b. Students will keep lists of books read.

    c. Students will make self-evaluations of their personal improvement and the value of the linguistic approach.

    d. The librarians will keep records of books checked out, names of students who write book reports for the school paper, or discuss books in the library forums, and numbers of students who attend the book discussions voluntarily.

D. Evaluation (Continued)

e. Teachers will make observations of pupil improvement in reading and the use of standard English.

f. There will be spot checks on the number of children using the library on their free time.

2. State plan for data gathering.

Data will be gathered from studying and analyzing the results of standardized tests, records kept by the librarians, the written observations of teachers, and the student self-evaluations.

Name of School:	NEW CASTLE HIGH SCHOOL Jefferson County Birmingham, Alabama
Title of Activity:	The Use of Paraprofessionals
Proposed Beginning Date:	September, 1967
Completion Date:	

A. Activity Focus and Purpose:

1. State the purpose and focus of this activity.

   a. To employ "floating" teachers in each of the following fields: science, mathematics, language and social studies to serve as full-time supply teachers.

   b. To employ teacher aides:

      1. In-school persons on the National Youth Corp Program.

      2. Drop-outs on the National Youth Corp.

      3. Homeroom mothers.

      4. P.T.A. helpers.

B. Program Design:

1. State specific objectives of this activity.

The specific objectives of the use of paraprofessionals are a) to have an aide perform the minor duties in the classroom that ordinarily involve the teacher during a teaching period, b) to effect interruption in learning, c) to make it possible for a teacher to give a full period of instruction and supervision to important and complex activities, and d) to provide for continuous instruction in the absence of the teacher.

B. Program Design (Continued)

2. Identify and/or describe specific personnel, methods, materials, services, etc., that constitute basic components of the activity.

Teacher aides can be in-school or drop-out National Youth Corp workers. They will check rolls and materials, type and check tests, record grades when coached and instructed by the teacher to whom she is assigned.

The full-time floating teacher will know the philosophy of the school, the policies and the students. This will promote learning, understanding and confidence.

3. Describe how the components are organized into a plan for accomplishing the objectives.

There will be a floating teacher for science, mathematics, languages and social studies.

Twenty (20) aides will be available and assigned seven (7) periods per week to classroom teachers.

The teacher will include in her weekly plans the duties or assignments and schedule for the aide to follow.

C. Implementation:

Present the sequence and schedule of tasks or assignments that must be accomplished as the activity progresses. Specify the resources allocated to these tasks.

A commitment has been made by the Board of Education to employ four people as permanent supply teachers and/or floating teachers.

Aides have been used to assist with materials, reports and records.

D. Evaluation:

1. Specify the instruments and/or techniques in terms of which each objective will be assessed.

   a. Compare test results of students.

D. Evaluation (Continued)

b. Make a study of the increase or decrease of the number of behavioral problems brought to the office of the principal.

c. Use principal, teacher and student observations of change in study habits and behavior problems.

2. State plan for data gathering.

Teachers keep a file on the child and the date lessons are taught by the supply teacher. Tests will show how well the child achieved.

Name of School:	CONSOLIDATED ELEMENTARY Union County Lake Butler, Florida
Title of Activity:	Reading Instruction
Proposed Beginning Date:	September, 1967
Completion Date:	Indefinite

A. Activity Focus and Purpose:

1. State the purpose and focus of this activity.

   The purpose of this study is to promote more dependable methods of obtaining growth in reading through the application of appropriate learning techniques and materials in the best possible educational environment.

   Emphasis in teaching reading will be placed on the disadvantaged students.

2. Present data that support the importance of this activity. Include statistical data if available.

   The above objectives are important in that educationally disadvantaged pupils encounter special difficulties with school such as:

   a. difficulty in classroom communication and learning because the modes of listening and speaking which these children have acquired are incongruent with those that are traditional to and necessary for success in school

   b. difficulty in mastering reading due to a low-literacy personal-social background and the subsequent difficulties in perceiving and understanding the verbal content of formal learning activities

   c. difficulty in devoting sustained attention and effort to "book learning" because of the influence of home and community expectations and rewards

A. Activity Focus and Purpose (Continued)

d. teachers of the disadvantaged are often less effective than they might be because of insufficient knowledge about how to teach their pupils.

B. Program Design:

1. State specific objectives of this activity.

The objectives of this activity are:

a. To improve the achievement level in word meaning, paragraph meaning, vocabulary, and word study skills, and spelling as measured by the Stanford Achievement Tests.

b. To reduce the number of non-readers as determined by the Stanford Achievement Tests in word meaning.

2. Identify and/or describe specific personnel, methods, materials, services, etc., that constitute basic components of the activity.

a. Personnel:

Specific personnel will include the county director of instruction, county reading specialists, university reading consultants, and Open Court Reading consultants.

b. Methods and Materials:

Programmed methods and materials outlined by the Open Court Reading Series will be used.

3. Describe how the components are organized into a plan for accomplishing the objectives.

Reading in the first grade at Consolidated Elementary School prior to the opening of school in September, 1967, was taught with the use of the Scott-Foresman Basic Reading Series.

B. Program Design (Continued)

In September of 1967 all first grade students, including repeaters, will be instructed in Language Arts throughout the school year by use of the materials and techniques recommended in the Open Court Correlated Language Arts Programs.

In May, 1968, all students will be administered the Stanford Achievement Tests for reading and spelling. These test results will be analyzed and compared to the achievements of first grade students prior to the 1967-68 school year.

C. Implementation:

Present the sequence and schedule of tasks or assignments that must be accomplished as the activity progresses. Specify the resources allocated to these tasks.

Sequence of Events:

a. A comprehensive study of the first grade reading program was conducted by the staff of Consolidated Elementary School and the SEL. It was determined that the needs of the children in respect to language arts was not being met.

b. A comprehensive study of the Open Court Correlated Language Arts program was made in the Consolidated Elementary School in conjunction with SEL.

c. A meaningful program of teacher in-service education on a continuous basis is being established in curriculum planning and implementation.

d. Reading consultants have been employed with a planned program for their continued involvement.

e. Design a strategy for research and evaluation -

1) There will be a control group in a first grade in another elementary school in the county

C. Implementation (Continued)

2) Data will be collected from previous first grade reading achievement scores

3) Data will be collected from the experimental first grade reading achievement scores

f. Begin a program of orientation and meaningful involvement for the community.

g. Implement the Open Court Correlated Program to the extent feasible and possible.

h. Begin the development of a language arts curriculum commensurate with the non-graded concept and the school's philosophy and objectives.

i. Development procedures for selection of supplementary materials.

j. Revise records and reports in view of purposes.

D Evaluation:

1. Specify the instruments and/or techniques in terms of which each objective will be assessed.

The following instruments and/or techniques will be used to assess the objectives of this activity:

a. A control group in a first grade from another school in the county

b. Stanford Standardized Reading Achievement Tests

c. Stanford Standardized Reading Achievement Test scores from first grades of previous years within the laboratory school

d. A longitudinal time study.

D. Evaluation (Continued)

2. State plan for data gathering.

The instruments for assessing our objectives will be used in the following way:

a. A comparison will be made between standardized achievement reading scores from the control and experimental first grade groups.

b. A comparison will be made between standardized achievement reading scores from the experimental group and previous years first graders.

c. A longitudinal time study will be implemented to ascertain improvement, if any, in the Language Arts Program.

Name of School:	HAWTHORNE HIGH SCHOOL Alachua County Gainesville, Florida
Title of Activity:	Programmed Learning Study
Proposed Beginning Date:	September, 1967
Completion Date:	June, 1968

A. Activity Focus and Purpose:

1. State the purpose and focus of this activity.

   The purposes of this study will be: a) to determine whether or not the utilization of programmed texts in teaching grammar to secondary school students is more effective than the use of conventional methods and materials alone; b) to ascertain the reaction of the involved teachers and students toward the use of the programmed instructional materials; and c) to help determine what combination of materials, activities and exercises (involving both programmed and conventional types) may best be used by teachers involved in teaching composition and grammar to secondary school students.

2. Present data that support the importance of this activity. Include statistical data if available.

   Data gathered to date reveal that the students are very poor in English grammar and in the correlation of the total language arts skills into other academic areas of instruction.

   There is significant educational disadvantage. Thirty-two per cent of the enrollment qualify as economically deprived based on guidelines of Title I, Public Law 89-10. Currently, 580 of the 726 pupils are adjudged to be significantly educationally deprived.

B. Program Design:

1. State specific objectives of this activity.

   a. To help each pupil increase his skills in English grammar usage as evidenced by higher scores on standardized tests of achievement and especially

B. Program Design (Continued)

constructed tests designed to measure the content of the experimental program.

b. To help students have better feelings about themselves, the English grammar curriculum in particular, and the school environment in general, as evidenced by increased group interaction, quantity and quality of school work, and improved attendance.

2. Identify and/or describe specific personnel, methods, materials, services, etc., that constitute basic components of the activity.

   a. The personnel will be the English faculty of Hawthorne High School working with the principal, the county staff consultants, and special consultants made available through SEL.

   b. The materials used will be Harcourt, Brace, and World Programmed English series 2200, 2600, and 3200 in addition to conventional materials.

   c. Five hundred children will be chosen in the sample for this study by a combination of purposive and stratified sampling techniques with approximately half of the students in each of the control and experimental groups.

3. Describe how the components are organized into a plan for accomplishing the objectives.

   a. We are substituting a programmed English grammar curriculum for the traditional English grammar curriculum in the regular schedule

   b. Students will be grouped according to mental age, reading ability, and other significant factors.

   c. Teachers will be given released time on a regular basis for planning and in-service training.

C. Implementation:

Present the sequence and schedule of tasks or assignments that must be accomplished as the activity progresses. Specify the resources allocated to these tasks.

The procedure for administering this study design was as follows:

1. Prior to the beginning of the experimental period, students in the experimental groups will be assigned to classes so that they will be instructed by a programmed text that does not vary in its intended usage more than one year higher or lower than the reading level of any student. In this study English 2200 represents a seventh grade text, English 2600 represents a ninth grade text, and English 3200 represents an eleventh grade text.

2. Both the control and experimental groups of students will be administered especially constructed tests designed to measure the grammar content of the experimental program, prior to the beginning of the experiment.

3. The content of the secondary school English courses will be divided into several units of instruction in grammar and several units on literature, composition, etc., similar to the handling of subject content in the conventional English program at the Newberry School. The major differences in the experimental program are that the sequence in grammar instruction will be changed to conform to the sequence of instruction provided in the programmed texts and length of time spent on each unit is not fixed, but depends upon the individual speed and progress of each student.

4. Students in the experimental groups will be administered a test at the end of each unit of grammar instruction and additional tests on literature, composition, etc., at the discretion of their teachers. At the end of the year, two final tests that cover the entire year's study of grammar will be administered.

D. Evaluation:

1. Specify the instruments and/or techniques in terms of which each objective will be assessed.

   Statistical and subjective evaluations, analyses and comparisons will be made after the final testing period. In each case comparisons of learning achievement will be made between the matched groups of students both on a before-and-after-test basis using the especially constructed tests of achievement as well as the after-test-only design using the regular standardized evaluation materials.

2. State plan for data gathering.

   Included above.

Name of School: A. L. LEWIS SCHOOL
Duval County
Jacksonville, Florida

Title of Activity: First Grade Reading Program Experiment

Proposed Beginning Date: August 24, 1967

Completion Date:

A. Activity Focus and Purpose:

1. State the purpose and focus of this activity.

The purpose of this activity is to implement a new correlated language arts program in all first grade classes at A. L. Lewis Elementary School in order to upgrade the reading achievement of all students. The focus of this activity will be identified with the development of the non-graded school which will provide for continuous, unbroken upward progress of all learners with due recognition to the wide variability among students.

2. Present data that support the importance of this activity. Include statistical data if available.

Achievement tests reveal that large numbers of students are achieving below local and publishers norm on standardized tests. Evidence of this may be obtained in community studies, observation and cumulative school records.

B. Program Design:

1. State specific objectives of this activity.

   a. To increase students' achievement in word meaning, paragraph meaning, word study skills, and spelling as determined by Stanford tests of achievement in these areas.

   b. To decrease the number of non-readers in first grade as determined by the Stanford achievement test in word meaning.

B. Program Design (Continued)

2. Identify and/or describe specific personnel, methods, materials, services, etc., that constitute basic components of the activity.

    a. The staff will include SEL personnel, principal, teachers and consultants. In addition, parents and other human resources will be involved in the program.

    b. Wide variety of materials will be used--Open Court Correlated Language Arts Program and Materials.

    c. An in-service training program for teachers.

3. Describe how the components are organized into a plan for accomplishing the objectives.

    a. Use consultants to identify, explain innovative projects, participate in in-service training.

    b. In-service education program, weekly workshop for teachers involving 1) training in the use of the new language arts program and materials, 2) participation in program planning designed to identify the needs of deprived students, change and innovation, and 3) study of self-concept and its relationships to academic achievement.

    c. Conduct of the language arts program.

    d. Select and administer the same tests to control and experimental classes.

C. Implementation:

Present the sequence and schedule of tasks or assignments that must be accomplished as the activity progresses. Specify the resources allocated to these tasks.

The procedure for administering this experimental design is as follows:

1. The language arts program in each of the experimental schools will be non-graded during the two-week pre-service-training period prior to the opening of school in September.

C. Implementation (Continued)

2. Two classes of first grade repeater students will be selected for the experimental groups at the A. L. Lewis School. These classes will consist of students who have already spent a year in the first grade, but are still considered to be non-readers.

3. Two control classes of repeater students will be selected from the John E. Ford School. These students will be matched with A. L. Lewis repeater students on the basis of IQ and reading achievement.

4. All regular and repeater classes of experimental studnets will be instructed in language arts throughout the school year by use of the materials and techniques recommended in the Open Court Correlated Language Arts Program.

5. All regular and repeater classes of students will be instructed in language arts throughout the school year by use of the materials and techniques representing the conventional instructional program of the teacher involved.

6. In May, 1968, both the control and experimental students will be administered the Stanford Achievement tests for reading and spelling.

7. Analyses of all data and the acceptance or rejection of all hypotheses will follow immediately after the testing in May.

D. Evaluation:

1. Specify the instruments and/or techniques in terms of which each objective will be assessed.

Students in both the pilot demonstration school and control school groups will be given the Stanfort Reading-Spelling test in May, 1968: Results will be analyzed as follows: by comparison with test results from the control group and by comparison with 1967 first grade test results in the pilot demonstration school.

D. Evaluation (Continued)

2. State plan for data gathering.

The Stanford Reading and Spelling test will be given to all students to measure their achievement.

Cumulative records will be used.

Teacher observation and others.

Name of School: ALL GAINESVILLE COMPONENT PILOT
DEMONSTRATION SCHOOLS
Consolidated, Hawthorne, A. L. Lewis

Title of Activity: Non-Graded Program

Proposed Beginning Date: September, 1967

Completion Date: June, 1969

A Activity Focus and Purpose:

1. State the purpose and focus of this activity.

The purpose of this activity is to begin the development of a school organizational plan known as the non-graded school in the pilot demonstration schools of the Gainesville Component of SEL. This organizational pattern is identified as one in which the vertical organization of the school provides for continuous, unbroken, upward progression for all learners with due recognition of the wide variability among them in every aspect of their development. It is obvious that whereas the particular organizational plan of the school does not guarantee a good school climate and a good school program, it can do much to enhance or deter them. It is extremely important in schools such as the pilot demonstration schools in which there is significant educational disadvantage that an organizational framework be developed that will provide for differentiated rates and means of progression toward the achievement of educational goals. The rigidity of the graded organizational structure does not appear conducive to the provision of a quality school program desired by staffs of these schools.

2. Present data that support the importance of this activity. Include statistical data if available.

There are significant economic and educational disadvantage and cultural differences in the pilot demonstration schools. This is evidenced through community studies, observation, cumulative school records, and standardized test results. Total scores of the children in the pilot demonstration schools show them to be achieving significantly below publishers' norms and county norms.

A. Activity Focus and Purpose (Continued)

A review of research and literature shows that there have been some significant successes in experimentation with the non-graded school program, and that whereas there is not conclusive evidence of the exclusive advantage of this organizational pattern over other organizational patterns, the non-graded organizational plan does appear to be a promising approach to alleviating the problems of rigidity in the graded organizational structure.

B. Program Design:

1. State specific objectives of this activity.

Now the staffs of the pilot schools have undertaken an extensive study of the non-graded school organizational pattern. Following the orientation period a meaningful teacher in-service program will be established. The staffs of the schools, the SEL staff and various resource persons will work together to develop a non-graded organizational plan to fit the needs of each particular school and will determine time and procedure for implementing these plans. A design for research and evaluation will be built into these plans. Specific objectives are to:

a. Formulate and implement a non-graded organizational plan based upon a recognition of the individuality of the pupil and of the teacher.

b. To provide for better community understanding of the school's objectives and interest in its program and its problems.

c. To provide for a meaningful, continuous program of in-service education, formal and informal, for staff members.

d. To provide for flexible grouping procedures for children.

e. To revise and reorganize the curriculum in view of the philosophy and organizational pattern and to establish a pattern of continuous revision of curriculum and evaluation of the total program.

B. Program Design (Continued)

f. To provide for flexibility in the total program.

g. To provide for the revision of records and reports in view of stated purposes and objectives.

h. To provide for the teaming of teachers for a share in accomplishment and united purpose.

i. To provide for non-grading of the curriculum and educational materials.

j. To provide for continuous, uninterrupted progress for each child, regardless of ability, or background of experiences.

k. To provide for evaluative procedures adapted to varied intellectual ability of students and their personality characteristics.

l. To remove the stigma of failure for the student.

2. Identify and/or describe specific personnel, methods, materials, services, etc., that constitute basic components of the activity.

A wide variety of materials personnel, and methods will be used in this project. Research studies, current literature and resource personnel will be used to conduct an extensive in-service training program for staff members in the areas of school organization, curriculum design, methods and procedures, testing and evaluation, individualization of instruction, the self-concept, group processes, etc. Materials, commercial and teacher-made, will be sought widely and resource persons utilized extensively in providing a program commensurate with the non-graded concept.

3. Describe how the components are organized into a plan for accomplishing the objectives.

See comments under B1 and B2 as well as C1 and C2.

C. Implementation:

Present the sequence and schedule of tasks or assignments that must be accomplished as the activity progresses. Specify the resources allocated to these tasks.

1. Sequence of Events:

   a. A comprehensive study of school organization with emphasis upon the non-graded school organization has been conducted by the pilot schools and SEL.

   b. A comprehensive study of the school, its equipment, facilities; its materials; its community; and its problems, is being conducted.

   c. A meaningful program of teacher in-service education on a continuous basis is being established. This includes a system of meaningful involvement for each member of the staff in curriculum planning and implementation.

   d. Employ consultants with particular competence in the broad areas of concern and in particular areas and make plans for their continued involvement.

   e. Develop a non-graded organizational plan in keeping with the concept of non-grading and the particular character and needs of each school.

   f. Design a strategy for research and evaluation.

   g. Begin a program of orientation and meaningful involvement for the community.

   h. Implement the structure to the extent feasible and possible.

   i. Begin the development of a curriculum commensurate with the non-graded concept and the school's philosophy and objectives.

C. Implementation (Continued)

j. Develop procedures for selection of equipment and materials.

k. Revise records and reports in view of purposes.

2. Human resources will include those of the school, the respective county school system personnel, the staff of SEL, community members, consultants, and others.

M Material resources will be provided by mutual effort of the schools, the county school systems, and the Southeastern Education Laboratory. Counties are providing for release time for teachers for weekly planning sessions, and for other in-service activities that will help insure success in the program.

D. Evaluation:

1. Specify the instruments and/or techniques in terms of which each objective will be assessed.

The project will be evaluated in terms of improved teaching teaming process, improved efficiency and success in the total school program, and improved relationships and communications with the community.

Instruments for assessment of attitudes, beliefs, and feelings of teachers and pupils will be administered in both pre-test and post-test situations. Pre-and post-testing in achievement will be carried out. Other instruments such as personality inventories will be used.

Survey and subjective evaluation will be used for some phases of the study.

2. State plan for data gathering.

See comments under Item D1.

Name of School: ALL GAINESVILLE COMPONENT PILOT DEMONSTRATION SCHOOLS
Consolidated, Hawthorne, A. L. Lewis

Title of Activity: Self-concept, Attitude, Interpersonal Study

Proposed Beginning Date: September 15, 1967

Completion Date: June 15, 1969

A. Activity Focus and Purpose:

1. State the purpose and focus of this activity.

   The purposes of this study are: a) to identify students with negative self-concepts and improve these self-concepts; b) to identify and improve pupil attitudes toward teacher and school; c) to increase teacher accuracy of perception of pupils; d) to improve teacher attitudes toward significant concepts, important to the instructional environment of the school; and e) to test the effectiveness of two instructional programs as techniques for improving interpersonal relations.

2. Present data that support the importance of this activity. Include statistical data if available.

   a. Importance of the Study. Attitudes, self-concepts and interpersonal relations are now recognized as important considerations.

   b. To help children see the educative processes as personally meaningful and beneficial with a minimum of threat involvement.

   c. To help each teacher and principal see other teachers, principals, and students as persons with true worth and dignity.

   d. To convince each pupil that: "He, too, can be a success."

   e. To develop administrative and in-service training processes conducive to the identification and solution of both individual and group problems.

A. Activity Focus and Purpose (Continued)

f. To develop specific programs for teachers and principals to improve their interpersonal relations.

B. Program Design:

1. State specific objectives of this activity.

a. To determine the effectiveness of two specific instructional programs as techniques for improving interpersonal relations as determined by appropriate attitude and self-concept scales administered before and after the experimental period.

b. To improve the self-concepts and attitudes of students as measured by appropriate scales designed to identify and evaluate the specific attitudinal and/or self-concept need that has been diagnosed.

2. Identify and/or describe specific personnel, methods, materials, services, etc., that constitute basic components of the activity.

Consultants will be employed. County staff, state and SEL will provide leadership and additional consultant help. Teacher planned activities and materials will be developed. The Human Development (R.I.P.) program will be used by teachers and principals and the Teaching Program in Human Behavior and Mental Health (ITP) will be used with pupils.

3. Describe how the components are organized into a plan for accomplishing the objectives.

C. Implementation:

Present the sequence and schedule of tasks or assignments that must be accomplished as the activity progresses. Specify the resources allocated to these tasks.

In September, 1967, the Illinois Index of self derogation and the "How I See Myself" evaluation instruments will be administered to the experimental and control students in the A. L. Lewis and John E. Ford Schools. During the same month, vocabulary tests, reading tests, student attitude scales and the Interpersonal Relationship Improvement Index will be

C. Implementation (Continued)

administered to the appropriate students and teachers of all experimental and control schools. In addition, the Minnesota Teacher Attitude Inventory and Stern Masling Teacher Preference Schedule will be administered to the Hawthorne and Newberry teachers with the ITED-STEP test given to the students.

Beginning in September the faculties of the three experimental schools: A. L. Lewis, Consolidated, and Hawthorne will insert activities into their classroom programs that are designed to improve the self-concepts and attitudes of their students. In addition they will begin in-service training activities designed to help them improve their own interpersonal relationships and attitudes.

In January the first group of teachers who complete the Interpersonal Relationship Improvement Program will be tested along with the control teachers who have not yet participated in this program. Comparisons will be made between these two groups.

During the latter part of April and the month of May evaluation instruments and procedures will be administered in all six of the schools. Post-tests will be given for each pretest already completed. All "after-test only" instruments will be applied as well as analysis of library material circulation and average daily attendance data.

Analysis of all data will be completed by June 30, 1968, and all hypotheses either accepted or rejected.

During the summer of 1969, dissemination activities will begin and implementation of the successful findings will be started.

D. Evaluation:

1. Specify the instruments and/or techniques in terms of which each objective will be assessed.

Hypotheses will be tested in this study during the two-year program. The testing of some hypotheses will be accomplished during the 1967-68 school year, while other hypotheses will be tested during the 1968-69 school term.

D. Evaluation (Continued)

A pre-test for attitude and self-concept will be administered to the control and experimental schools in September, 1967. A post-test will be administered to the control and experimental schools in May, 1968, and statistical as well as other analyses will be made to determine the difference in progress made by the two groups.

2. State plan for data gathering.

See Item D1 above.

Name of School: HAGEN ROAD ELEMENTARY
Palm Beach County
Delray Beach, Florida

Title of Activity: A Visual and Auditory Approach to Language Development and Reading

Proposed Beginning Date: September, 1967

Completion Date: May, 1968

A. Activity Focus and Purpose:

1. State the purpose and focus of this activity.

To improve the approach to language development and reading with migrant children. Primary students will be taught language development and reading using the Frostig Program of Visual Perception, selected commercial transparencies for use with overhead projector, Language Master, Tachistoscope and Flash-X, including appropriate materials (commercially-and-teacher-developed) for each teaching device.

2. Present data that support the importance of this activity. Include statistical data if available.

Educators of migrants have found assessment of this group difficult. Test scores tend to cluster around a point that is very low on the scale, thereby providing no real information about the educational achievement of the child. This situation exists due to the nature of the tests, the lack of readiness, and language background of the migrant (both Spanish and Negro) child.

B. Program Design:

1. State specific objectives of this activity.

a. To raise the level of visual perception within six months of chronological age of each student with use of Frostig Program.

B. Program Design (Continued)

b. To significantly raise the level of aural comprehension and oral usage of the English language for second level migrant students. (Significant improvement is defined as an increase in scores in a pre-test-post-test situation that is significant at the .05 level).

c. To raise the level of achievement in reading for second level migrant students to at least a primer level as measured by an informal reading inventory and the Gates Reading Survey.

2. Identify and/or describe specific personnel, methods, materials, services, etc., that constitute basic components of the activity.

a. Appropriate Palm Beach County staff personnel including John Spagnoli, Coordinator of Reading. Reading consultants from the University of Miami. Three teachers involved in the team of Hagen Road School with one teacher experienced in the use of the materials to be introduced.

b. Selected transparencies for oral stimulation, Frostig materials, Language Master, Tachistoscope and Flash-X with appropriate materials, including those developed by the teacher.

3. Describe how the components are organized into a plan for accomplishing the objectives.

a. Initially, the Frostig materials will be used to raise the level of visual perception. These activities are also built in throughout the entire school year.

b. Transparencies, the Language Master, and opportunities for oral language experiences (filmstrips, field trips, etc.) for development of English language.

c. The Language Master, Tachistoscope, Flash-X and related materials are to be used to improve reading ability.

d. Consultants and county personnel as needed.

C. Implementation:

Present the sequence and schedule of tasks or assignments that must be accomplished as the activity progresses. Specify the resources allocated to these tasks.

1967-68

April - Teacher enrolled in EDCI-S99 course entitled "Visual Perception of Primary Children"

June - Teacher employed in Federal Language Development Program of a nature similar to this activity.

June - Orders for materials submitted to Atlanta office.

September - Administer Frostig Test of Visual Perception; Metropolitan Readiness Test; Dade County Test of Language Development, Test I (Aural Comprehension) and Test II (Oral Usage) and an informal reading inventory.

September - Initiate Frostig program and Language Development Program.

November - Initiate Language Master, Tachistoscope, Flash-X approach to reading instruction.

November-May - Continuation of all programs introduced previously.

May - Retest--Frostig Test of Visual Perception; Metroplitan Readiness Test; Dade County Test of Language Development (Tests I and II); informal reading inventory; Gates Reading Survey.

D. Evaluation:

1. Specify the instruments and/or techniques in terms of which each objective will be assessed.

    a. To evaluate objective "a" a pre-test-post-test administration of the Frostig Test of Visual Perception will be used.

D. Evaluation (Continued)

b. To evaluate objective "b" the Dade County Test of Language Development (Tests I and II) will be used.

c. To evaluate objective "c" an informal reading inventory, the Gates Reading Survey, and the Metropolitan Readiness Test will be used.

2. State plan for data gathering.

The tests previously described under Evaluation and Implementation will be administered as pre-tests in September and post-tests in May. Where this method is appropriate, a t-test will be used to examine the difference between mean scores in the pre-test-post-test design. In the case of the Frostig Test, results will be examined by comparing age equivalents of areas of visual perception in the pre-test-post-test design.

Name of School: MOORE HAVEN HIGH SCHOOL
Glades County
Moore Haven, Florida

Title of Activity: Improving Communication Skills in Grades 7 - 9

Proposed Beginning Date: September, 1967

Completion Date: May, 1968

A. Activity Focus and Purpose:

1. State the purpose and focus of this activity.

Test results have shown that many students in the Moore Haven High School have serious communication problems, particularly in the area of reading. Since satisfactory achievement in the academic area is positively related to the ability to read, this area was identified as being the one requiring immediate attention. We plan to make a concentrated attack on communication deficiences using materials appropriate to the students' level of achievement which we hope will result in significant improvement of self-concept as learners, school attitudes and reading performance.

2. Present data that support the importance of this activity. Include statistical data if available.

The results of tests administered in connection with Title I Grant to study school problems indicated serious deficiences existed in reading performance. Approximately 45% of the white population, 90% of the Negroes and 85% of the Indians were low in reading achievement.

B. Program Design:

1. State specific objectives of this activity.

   a. To raise the reading level of students identified as achieving below grade level in grades 7-9.

   b. To significantly improve the self-concept as a learner and attitude toward school of these low achievers by the use of appropriate material.

B. Program Design (Continued)

2. Identify and/or describe specific personnel, methods, materials, services, etc., that constitute basic components of the activity.

   a. Three teachers will be involved in a "non-graded team teaching" situation with these students in grades 7-9 who were identified as being below grade level in reading skills.

   b. Materials: The Gatewar English Series will be used for selection and development of concepts. Teenage Tales will be used for parallel reading. Supplementary materials for diagnostic purposes and for reinforcing specific reading skills are SRA Reading Laboratories, SRA Pilot Libraries, the Readers' Digest Skill builders, Scope materials from Scholastic.

   c. Audio-visual materials will be available through the Curriculum Improvement Center in Punta Gorda under Title III Project.

3. Describe how the components are organized into a plan for accomplishing the objectives.

Monday	- Introduction of a selected concept using a tape recorder and a film or filmstrip.
Tuesday	- Small group discussion of the concept and a parallel or related reading on individual basis.
Wednesday	- Same procedure with groups rotating.
Thursday	- Writing laboratory with students working on subjects based on the concept presented and discussed previously. Free reading on an individual basis.
Friday	- Same procedure as Thursday with groups rotating.

C. Implementation:

Present the sequence and schedule of tasks or assignments that must be accomplished as the activity progresses. Specify the resources allocated to these tasks.

1. Specific requisitionsfor materials have already been submitted to SEL.
2. Students who are achieving below grade level will be assigned to the laboratory based on results of Metropolitan Tests.
3. The SRA laboratory materials will be used for the first nine weeks in a concentrated effort to raise the reading level as rapidly as possible.
4. Visual and aural tests will be given by local public Health Officials to identify students with physical impairments.
5. At the end of the nine-week period instruction will commence following the pattern outlined in Section 3 of Program Design.
6. Students will take the Metropolitan Reading Test in September, 1967, and May, 1968.
7. Students will take the Metropolitan Achievement Battery in May, 1968.

D. Evaluation:

1. Specify the instruments and/or techniques in terms of which each objective will be assessed.
    a. The reading achievement phase of the program will be judged successful if a majority of the students improve in reading achievement more than the expected one year.
    b. Scores from the Metropolitan Achievement and Reading Test will be used for this purpose.

2. State plan for data gathering.

   a. The Metropolitan Achievement Battery which was given to the students in May, 1967, will be administered again in May, 1968. The scores will be analyzed to determine the amount of improvement for individual students.

   b. The Metropolitan Reading Test will be administered in September, 1967, and May, 1968. Gain in scores for each individual student will be computed.

   c. The Maryland Self Concept As A Learner Scale will be administered in September, 1967, and May, 1968. A t-test will determine whether or not there has been significant improvement in school attitude.

Name of School: SANTA CLARA ELEMENTARY SCHOOL
Dade County
Miami, Florida

Title of Activity: A Program to Improve the Arithmetic Computational Skills at Santa Clara Elementary School

Proposed Beginning Date: August, 1967

Completion Date: June, 1968

A. Activity Focus and Purpose:

1. State the purpose and focus of this activity.

A school-wide attack on the problem of teaching computational skills. This attack involves developing specific lesson plans and procedures for teacher use. These plans carefully spell out the appropriate sequence and method for teaching computational skills with understanding. They will provide further practice in computation and will be identified with each step in the sequence. It is anticipated that this program will result in significant improvement in arithmetic computational skills greater than the normal expectation of one year.

2. Present data that support the importance of this activity. Include statistical data if available.

Santa Clara will be implementing a non-graded program for the first time this year. There will be seven new teachers on the faculty and five in their second year of teaching. The lack of experience of many teachers coupled with the instituting of a new organizational pattern emphasizes the need for specific direction in presenting the design and implementation of the program.

For the past few years arithmetic computation as measured by the Stanford Achievement Tests has been an outstanding weak area in spite of the intensive in-service efforts to install a quality math program. The median percentile scores for grades 3, 4, 5 and 6 were 45, 40, 12, and 20. Even more significant were the first quartile scores of 30, 15, 4, and 5 for the same grade levels.

B. Program Design:

1. State specific objectives of this activity.

To develop and implement an arithmetic computational skills program which will result in significant improvement in this area greater than the normal expectation of one year on the Stanford Achievement Test. The program will also be designed to provide teachers with specific direction as to sequence of instruction as well as techniques, methods, and materials.

2. Identify and/or describe specific personnel, methods, materials, services, etc., that constitute basic components of the activity.

Personnel	-	University of Miami Professors Murfin and McQueen; Dade County Elementary Arithmetic Supervisor Mary Nesbitt; District Arithmetic Demonstration Teacher, Ruth Kassay; Dade County Testing Supervisor George Louiselle; School Arithmetic Coordinators, Josie Miceli and Lemuel Washington, and other resource personnel as necessary.
Methods	-	Computational operations divided into sequential "learning steps" which are developmental in nature. Research to determine the available instructional techniques and methods appropriate for each "learning step."
Materials	-	Research to determine the available instructional material appropriate for each "learning step."

3. Describe how the components are organized into a plan for accomplishing the objectives.

The faculty will organize into a formal self-study practicum under the direction of the school steering committee, University of Miami and Dade County service personnel. The program will be under intensive revision in an effort to determine the effectiveness of the "learning steps" and the appropriateness of the instructional techniques, methods, and materials under consideration.

C. Implementation:

Present the sequence and schedule of tasks or assignments that must be accomplished as the activity progresses. Specify the resources allocated to these tasks.

Tasks accomplished:

1. Purpose of the program and its objectives have been defined, introduced, and accepted by the faculty.
2. The first draft of the program, including the "learning steps" has been completed.
3. Several diagnostic and survey tests have been developed for the program.
4. Selection of most of the material to be evaluated has been completed.
5. Assignment of resource personnel to work with the practicum. Schedule of formal meetings and visits by University of Miami and other personnel has been developed.

Tentative sequence of activities:

1. Meet with steering committee to define responsibilities and plan future activities.
2. Faculty meeting to present the outline of the program, the guidelines developed and discuss future activities - University of Miami personnel.
3. Meet in small, related groups to assign "learning steps" to levels and levels to years according to non-graded approach - District Arithmetic Teacher.
4. Develop diagnostic tests to determine level and "learning steps" placement - administer tests - group - faculty and District Arithmetic teacher.
5. Pre-testing - County Testing Office.
6. Weekly meetings throughout the year, with other small group meetings as necessary - University of Miami and Dade County service personnel.

C. Implementation (Continued)

7. County-wide testing program in October - County Testing Office.

8. Continuous field trial of instructional techniques, methods and materials used for each "learning step." Evaluation conducted by classroom teacher and all available service personnel.

9. Culminating activities to include post-testing. Evaluation of entire project by all involved personnel; revision of the program.

10. Develop tentative plans for follow-up studies and continuation of the revised program for the 1967-68 school year.

D. Evaluation:

1. Specify the instruments and/or techniques in terms of which each objective will be assessed.

The Stanford Achievement Tests will be administered in grades two through six to determine the amount of growth in computational skills exceeds the normal expectance of an improvement of one year's growth.

2. State plan for data gathering.

The Stanford Achievement Tests will be administered to students in grades two through six in October, 1967, and May, 1968. Scores will be examined to determine if the amount of growth in computational skills exceeds the normal expectance of an improvement of one year.

The evaluation of the effectiveness of the program in affording teachers with specific direction will be provided through the framework of a formal self-study practicum utilizing the resources of the University of Miami and Dade County service personnel as well as the school faculty. Weekly meetings will be scheduled to ensure continuous direction and evaluation of instructional methods, techniques, activities, and materials.

Name of School: BLOUNTSTOWN HIGH SCHOOL
Calhoun County
Blountstown, Florida

Title of Activity: Improving Student Motivation Through an Innovative Program in Occupational Information and Guidance

Proposed Beginning Date: August 1, 1967

Completion Date:

A. Activity Focus and Purpose:

1. State the purpose and focus of this activity.

   To raise the aspirational level of the student by developing a sense of personal pride in achievement.

2. Present data that support the importance of this activity. Include statistical data if available.

   a. High absentee rate.

   b. Parental apathy relating to school work.

   c. Failure of students to see the importance of an education as it relates to a future vocation.

   d. Above average drop-out rate.

B. Program Design:

1. State specific objectives of this activity.

   a. To help the student set or establish realistic goals for himself.

   b. To make high school a more meaningful experience for the student.

   c. To make the student more conscious of quality in all his work.

B. Program Design (Continued)

2. Identify and/or describe specific personnel, methods, materials, services, etc., that constitute basic components of the activity.

3. Describe how the components are organized into a plan for accomplishing the objectives.

    a. Involve the entire faculty in a 2 day pre-school in-service occupational educational workshop conducted by a well-qualified specialist. The workshop will be followed up by a continuous in-service program throughout the school year.

    b. Employ a full-time career exploration and guidance teacher-coordinator who will be responsible for the following:

        1) Teaching units at the 9th and 12th Grade levels. At the same time he will coordinate the occupational education program with all the subject matter teachers 7-12.

        2) Involving the juvenile counselor, the social welfare worker, a representative from the state employment office, and other resource persons in a briefing period for teachers in preparation for home visitations. The purpose of these visitations will be to promote mutual understanding between parents, teachers and students.

        3) Stimulating the community interest through informative programs and lively discussions in P.T.A. meetings related to the requirements, rewards, and opportunities of various occupations within the community and surrounding areas.

        4) Providing leadership in developing a file which contains comprehensive, accurate, current information describing the varieties of occupational opportunities.

        5) Informing the community of this program through service organizations and well-planned news releases.

C. Implementation:

Present the sequence and schedule of tasks or assignments that must be accomplished as the activity progresses. Specify the resources allocated to these tasks.

a. Establish a steering committee on August 2, 1967.

b. Conduct a pre-school workshop for the entire faculty and appropriate personnel with Dr. Lacy Hall as the visiting consultant on August 14th and 15th, in addition to SEL staff. A follow-up meeting will be held in October.

c. Secure the teacher-coordinator as soon as possible. (A teacher unit for this position has been approved.)

d. Schedule regular meetings for continued work on the project.

e. Use consultants from the State Department of Education, F.S.U., and other sources.

f. Take advantage of the Center for Occupational Education at North Carolina State University.

g. Investigate the possibility of developing a Title III project related to our needs.

D. Evaluation:

1. Specify the instruments and/or techniques in terms of which each objective will be assessed.

   Instruments and techniques we plan to use to assess our objectives:

   a. Check and compare absentee reports for the three-year period to note unusual variations.

   b. Follow through on chronic absentees to prevent possible drop-outs.

   c. Keep up-to-date data on the post high school performance of all students (drop-out and graduate) from the school year 1966-67 through the school year 1969-1970.

D. Evaluation (Continued)

d. Administer the Kuder Preference Test and other standardized vocational aptitude and attitude tests.

e. Check closely standardized achievement test scores for changes in performance over the three-year period.

f. Compare parent participation in school activities during the current school year with their participation during the 1968-70 period.

g. Administer an opinionnaire for teachers, students, and parents on their estimate of the value of this program.

2. State plan for data gathering.

Included above.

Name of School:	BRISTOL ELEMENTARY Liberty County Bristol, Florida
Title of Activity:	Humanities Enrichment
Proposed Beginning Date:	
Completion Date:	

A. Activity Focus and Purpose:

1. State the purpose and focus of this activity.

   The entire community of Bristol is lacking in experience in the humanities area. The faculty of the Bristol Elementary School recognize the lack of pupil experience in this area and also believe it may provide an avenue for freeing children from many inhibitions which deter successful participation in language activities.

2. Present data that support the importance of this activity. Include statistical data if available.

   McWhinnie (1964) stresses that "ever increasing importance of visual as well as verbal communication in our society may make it necessary to concentrate upon perceptual training in the art program."

   Goodlad concludes that the "fine and applied arts... virtually pushed aside as 'frills' during the past decade.. may, one day, have a place in the curriculum, along with science, mathematics, and foreign language." He speaks of the need to balance the curriculum by including the humanities for "it is believed that the arts cannot only contribute to the understanding and attitude needed to stay a holocaust but can also contribute to man's quality in a world which, hopefully, will survive."

   Since the culturally deprived child is most lacking in this area, due to the paucity of his environment, special emphasis should be placed here.

B. Program Design:

1. State specific objectives of this activity.

    a. To develop music and art appreciation which will result in improving the language arts in the following ways:

        1) proficiency in language activities

        2) communication skills

    b. Development of the self-concept through increased exposure to the humanities will be indicated by more effective participation in school affairs, such as:

        1) quantity and quality of work concerning school assignments

        2) attendance

        3) achievement

        4) attitude

2. Identify and/or describe specific personnel, methods, materials, services, etc., that constitute basic components of the activity.

    a. Records - Silver Burdett - Records that teach for grades K-6

    b. Allyn and Bacon, Inc., My World of Art, art texts - Grades K-6

    c. Record players for each class

    d. Crayons, tempera paint, scissors, glue, etc.

    e. Consultants to conduct workshop during pre-planning and any other time as necessary.

3. Describe how the components are organized into a plan for accomplishing the objectives.

    Specific directions are given in each teacher's manual and should be followed as nearly as possible.

C. Implementation:

Present the sequence and schedule of tasks or assignments that must be accomplished as the activity progresses. Specify the resources allocated to these tasks.

a. Series of meetings during Spring of 1966-67

    1) SEL meetings with faculty (Introductory)

    2) Self-study with consultants, Dr. Black, FSU; Bernice Caswell, State Department of Education; Art Consultant, SDE; Music Consultant, SDE.

b. Pre-testing

c. In-service program--total faculty

d. Post-testing

e. Evaluation

D. Evaluation:

1. Specify the instruments and/or techniques in terms of which each objective will be assessed.

Appropriate standardized tests in language, music, and art will be identified, selected, and administered at the beginning of the year and performance of experimental groups compared with control groups.

2. State plan for data gathering.

A before-and-after research design will be implemented by the testing and resource consultant from the SEL and carried through by the consultant, the faculty of Bristol Elementary School and the Chipola Area Testing Service.

Name of School: **BRISTOL ELEMENTARY**
Liberty County
Bristol, Florida

Title of Activity: Separation of Classes by Sex

Proposed Beginning
Date:

Completion Date:

A. Activity Focus and Purpose:

1. State the purpose and focus of this activity.

It is well known that boys throughout the nation have experienced more difficulty than girls in school. In general, boys receive lower grades, constitute a higher percentage of discipline cases, drop out of school earlier, perceive themselves more negatively, and progress less well in school than do girls.

We assume that boys and girls learn in the same ways, as is indicated by our practice of placing members of each sex in the same classroom for the same program of instruction. However, researchers in the fields of developmental and child psychology have long observed that individual students differ in their needs, abilities, and desires to learn subject matter.

The purpose of the Bristol Elementary School pilot program in instructional grouping by sex, is to investigate the possibility that separate classes for boys and girls might help to minimize the difficulties that boys so often face in school.

Same-sex groupings, should provide an opportunity for the able, poor achieving student to begin to function more in line with his intellectual potential since the experimental learning situation will be less complicated for both the pupils and the teacher when the various factors related (both directly and indirectly) to sex differences and interaction are removed.

Statistically speaking, it is anticipated that the correlation between achievement and ability will increase in the experimental group as the low achieving but capable students bring their performance more in line with their potential.

A. Activity Focus and Purpose (Continued)

As a corollary, it is expected that the correlation between achievement and ability for the control students will remain essentially the same before and after, since the treatment they experience during the experimental period will be no different from their previous school experience.

2. Present data that support the importance of this activity. Include statistical data if available.

Research findings indicate that:

a. Girls develop somewhat faster than do boys, especially before the age of 14.

b. Boys who start school younger than 6 years of age seem to stay somewhat behind the rest of the class all the way through elementary school.

c. The girls seem to keep a higher grade achievement level than the boys no matter when they were born.

At Wakefield Forest Elementary School in Fairfax County, Virginia, a pilot program of instructional grouping by sex has investigated the possibility that separate classes for boys and girls might help to minimize the difficulties that boys so often face in school.

In evaluating the worth of single-sex classes, the following results are hypothesized:

a. There are fewer discipline problems

b. Better attendance

c. Greater participation in class activities

d. Students are much happier

e. Motivation is much simpler because classwork is geared to meet the interests of one sex

f. Behavior patterns of boys seem more normal and are more acceptable to teachers in all boy classes.

A. Activity Focus and Purpose (Continued)

g. Children that have been withdrawn become more outgoing, more confident (both boys and girls)

h. Boys take part more freely in art and music

i. Boys do better in foreign language

j. Greater interest in all subject areas

k. Tremendous esprit de corps in all classes

l. Much easier to do a better job in physical education

m. Students are more willing to ask questions if they do not understand something

n. No distraction by or attraction to the opposite sex results in better work habits

o. Retention number dropped from 10% to 3%

p. Boys are more thoughtful and considerate of each other

q. Boys who are below level in reading work harder to be nearer the level of their classmates

r. Both boys and girls overcome their fear of performing before the class

s. Boys will accept all phases of English without complaint

t. Competition between the sexes is eliminated

u. Better cooperation is evident

v. Material being presented can be geared to the sex being taught

B. Program Design:

1. State specific objectives of this activity.

   a. Objectives

   1) To lessen the number and seriousness of discipline problems in the classroom

   2) To create greater interest in subject-matter and skill areas

   3) To promote better attendance as a direct result of pupils liking school more

   4) To encourage withdrawn students to become more outgoing and confident

   5) To cause students to ask questions and to feel freer to discuss ideas which otherwise might be embarrassing to them

   6) To encourage students to help each other in overcoming difficulties

   7) To lessen competition between the sexes and to establish the idea of working against one's own record

   8) To encourage more cooperation within classes

   9) To lessen distractions from the opposite sex which leads to better work habits

   10) To stimulate motivation more easily by gearing class work to the interest of one sex

   11) To encourage a more free participation in art and music classes

   12) To overcome fear of performing before the group

   13) To do a more effective job in the development of physical skills

   14) To allow the low achiev to begin to function more in line with his intellectual potential

B. Program Design (Continued)

2. Identify and/or describe specific personnel, methods, materials, services, etc., that constitute basic components of the activity.

Specific Personnel:

1st grade teachers: Boys: Mrs. Patricia Butler
Girls: Miss Ellen Crews

3rd grade teachers: Boys: Mrs. Joyce Fairchild
Girls: Mrs. Christine Kopec

4th grade teachers: Boys Language Arts:
Mrs. Loree Faircloth
Girls: Mrs. Mabel Summers

All other subjects: Mr. L. L. Carson

Materials for use in all-boy and all-girl classes:

a. Readers Digest Series

b. SRA Reading Lab

c. Overhead projectors

d. Tape recorders

e. Listening centers

f. Texts: Reading - Betts-Welch Series (Girls),
Allyn-Bacon Series (Boys)
Geography - Rand McNally Series (3rd and 4th grade boys)

g. S.R.A. Supplementary - any books by Applegate (Boys)
- Greater Cleveland Math Program (Boys)

h. Reference material:
Botel - How to Teach Reading
Navarra and Zeffaroni - Science Today for the Elementary School Teacher

B. Program Design (Continued)

Consultant Services:

- a. Thomas B. Lyles, Principal, Wakefield Forest Elementary School, Fairfax County, Virginia (Consultant in grouping by sex procedures)
- b. Robert Earl Lee, Testing and resource consultant for SEL
- c. Dr. Marion Black, consultant, Department of Administration, Supervision and Curriculum, FSU
- d. Mrs. Bernice Caswell, consultant in Elementary Curriculum, State Department of Education
- e. Carolyn Larkins - Reading teacher
- f. Laquita Shuler - Reading teacher (Special Education)
- g. Wakefield Forest Elementary School faculty members available in an advisory capacity:
  - 1) Mrs. Grace Narvell (3)
  - 2) Mrs. Sue Williamson (6)
  - 3) Mrs. Faye Binns (3, 5, 6)
  - 4) Mrs. Madelyn Smith (2)

C. Implementation:

Present the sequence and schedule of tasks or assignments that must be accomplished as the activity progresses. Specify the resources allocated to these tasks.

- a. A series of meetings during the Spring of 1966-67
  - 1) SEL meeting and self-study with faculty
  - 2) Involvement of consultants
    - a) Dr. Marian Black - Dept. of Administration, Supervision and Curriculum, FSU
    - b) Mrs. Bernice Caswell - State Dept. of Education, Elementary Curriculum
    - c) Mr. Thomas B. Lyles, Consultant in grouping by sex procedures

C. Implementation (Continued)

b. Series of post-school meetings during summer of 1966-67

1) SEL and Bristol faculty agree to proceed with pilot project

2) Meetings with SEL and school representative to determine procedures

c. Principal initiates procedures

1) Assigns teacher and students to groups

2) Orders special materials

d. Visit of experimental teachers to Fairfax County Schools for observation and interchange of information

e. Pre-testing

f. In-service program for total faculty during school year 1967-68

g. Post-testing

h. Evaluation

D. Evaluation:

1. Specify the instruments and/or techniques in terms of which each objective will be assessed.

Instruments appropriate to each objective 1-14, will be identified and/or developed. They will be administered to experimental and control groups at the beginning and end of the school year.

2. State plan for data gathering.

A before-and-after research design will be implemented by the testing and resource consultant from the SEL and carried through by the consultant, the faculty of Bristol Elementary School and the Chipola Area Testing Service.

Name of School:	SHADEVILLE HIGH SCHOOL Wakulla County Crawfordville, Florida
Title of Activity:	Language Experiences in Reading
Proposed Beginning Date:	October 1, 1967
Completion Date:	June 30, 1970

A. Activity Focus and Purpose:

1. State the purpose and focus of this activity.

   It has been long recognized that many pupils attending Shadeville School speak a language with forms considered incorrect in good or standard English usage. These pupils need an opportunity to improve their language through listening, reading and writing. This opportunity will be provided by a program utilizing the language experiences of the pupils themselves.

   The purpose of this project is to alleviate or reduce incorrect English usage through a language experience approach, that is, using the child's experiences to develop and to broaden his acceptable language skills.

2. Present data that support the importance of this activity. Include statistical data if available.

   a. Test results have revealed weaknesses in the use of language skills.

   b. As a result of the integration process the differences in language patterns have made effective teaching-learning more difficult.

B. Program Design:

1. State specific objectives of this activity.

   a. To develop the ability to spell, speak and write correctly.

B. Program Design (Continued)

b. To develop the ability to read with understanding.

c. To develop a desire to read.

d. To develop desirable listening skills.

e. To develop the ability to expand one's listening, speaking, reading and writing vocabulary.

2. Identify and/or describe specific personnel, methods, materials, services, etc., that constitute basic components of the activity.

a. Personnel

Guidance counselor
Consultant service for in-service training
School Staff Members
County Personnel (Supervisor, etc.)
SEL Staff Members
Teacher Aides

b. Methods will conform closely to recommendations of the consultants.

c. Materials

Language Experiences in Reading, Level I
Teachers Resource Guides, Level I
Filmstrips
Recordings
Record Players
Filmstrip Projectors
Films
Movie Projectors
Tests

d. Services

Guidance - Testing
Consultants

B. Program Design (Continued)

3. Describe how the components are organized into a plan for accomplishing the objectives.

   a. Consultant services in August and September.

   b. Administer tests in September.

   c. Staff meetings weekly beginning in August.

   d. Meetings with county officials, personnel and SEL officials as often as necessary.

   e. Schedule and duties of teachers' aides set up in August.

   f. Plans set up by teachers for instruction in August.

   g. Materials needed made available in August.

   h. Guidance-testing consultant service made available when needed.

C. Implementation:

Present the sequence and schedule of tasks or assignments that must be accomplished as the activity progresses. Specify the resources allocated to these tasks.

a. Acquaint the county superintendent, supervisor, guidance counselor, etc., with the program desired and solicit their cooperation and support.

b. Acquaint the school faculty with the purpose, objectives, limitations and operations of the program.

c. Acquaint the parents with the purpose, objectives, limitations and operations of the program.

d. Teachers will set up plans to conform with the publisher's recommendations.

e. Teachers will understand and follow closely the methods and techniques recommended by the publisher and consultant.

C. Implementation (Continued)

f. Gather pertinent data on students.

g. Purchase all necessary materials and equipment.

h. The program will be initiated using Level I in grades one and two at the beginning of the 1967-68 school term. The program will be continued using Level II in grades two and three and Level I in grade one in the 1968-69 school term. Thereafter, Level I will be used in grade one and Level II in grade two.

D. Evaluation:

1. Specify the instruments and/or techniques in terms of which each objective will be assessed.

Appropriate objective tests will be utilized in evaluating pupil growth in listening, reading, speaking, and writing skills. The specific tests have not yet been identified. Some will probably have to be developed. The consultants will be relied upon for assistance in the selection of tests as well as their administration.

2. State plan for data gathering.

Data will be gathered by teachers and consultants working with the project.

Name of School: SHADEVILLE HIGH SCHOOL
Wakulla County
Crawfordville, Florida

Title of Activity: Improving Communication Skills Through Computer Assisted Instruction

Proposed Beginning Date: October 1, 1967

Completion Date: June 30, 1970

A. Activity Focus and Purpose:

1. State the purpose and focus of this activity.

It has been recognized by the faculty of Shadeville High School that most students entering this school become progressively retarded in communication skills and mathematics as they move from grade to grade. This has been supported by results of many tests.

The purpose of this project is to alleviate or to reduce retardation through an individualized approach to instruction in spelling, paragraph meaning and arithmetic in grades 1-9. This will be accomplished through Computer Assisted Instruction.

2. Present data that support the importance of this activity. Include statistical data if available.

A few of the instruments used include Gates Reading Survey, SRA Achievement Series, Florida State-Wide Ninth-Grade Tests and Florida Twelfth Grade Tests, the results of which support conclusively the importance of this activity.

B. Program Design:

1. State specific objectives of this activity.

   a. To validate the efficacy of existing CAI materials in reading, spelling, and mathematics as a means of improving the academic performance of the students involved.

B. Program Design (Continued)

b. To improve the competency of the students at Shadeville School in reading, spelling and arithmetic.

c. To develop within parents an understanding of the purpose, objectives and operation of the program and to solicit their cooperation and support.

2. Identify and/or describe specific personnel, methods, materials, services, etc., that constitute basic components of the activity.

a. Personnel

Board of Public Instruction
Administrative Assistant
SEL personnel
Advisory Board
Research Associate
Research Assistants
Computer Programmer
Systems Operator
Project Leaders
Curriculum Writers
Classroom Teacher
Teacher Aide

b. Methods - Programmed computer assisted

c. Materials

Computer
Student terminals
Programmed curricular materials from Stanford University

d. Services

Supporting project funds will be provided through grant under Title III of the Elementary and Secondary Education Act.

B. Program Design (Continued)

3. Describe how the components are organized into a plan for accomplishing the objectives.

Board of Public Instruction will serve as a policy making body.

SEL personnel will be responsible for supervision of budgeting, project leaders and curriculum specialists.

Administrative assistants will have liaison responsibility between school faculty, project leaders and project directors.

Project leaders will be directly responsible for leadership in the implementation of the adult education and the language projects.

Curriculum writers will be responsible for working with project leaders in developing instructional materials and for testing them on the adult and student populations.

Classroom teacher will be in charge of the classroom in which the CAI terminals are located and be responsible for the students while they are studying at the terminals.

Teacher Aide will be responsible for conducting the students between their classrooms and CAI terminals and will assist the teacher in the terminal classroom when necessary.

Research Associate will direct all evaluation activities.

Research Assistants will be responsible for assisting the research associate with the gathering and analysis of data.

Computer programmer will be responsible for implementing the instructional materials on the computer system and setting up the data analysis procedures. He will also be responsible for working with the administrative assistant and the director in developing the programs and in implementing some of the administrative procedures.

C. Implementation:

Present the sequence and schedule of tasks or assignments that must be accomplished as the activity progresses. Specify the resources allocated to these tasks.

- a. Make inventory of available materials and equipment.
- b. Acquaint the local faculty with the purpose, objectives, limitations and operation of the program.
- c. Acquaint parents with the purpose, objectives, limitations and operation of the program.
- d. Collect data from students of grades 1-9.
- e. Set up schedule of student involvement with consideration of other aspects of the school program.
- f. For further implementations refer to the duties in Section B, Item 3 as stated above.

D. Evaluation:

1. Specify the instruments and/or techniques in terms of which each objective will be assessed.
    - a. Conduct conferences quarterly with classroom teacher, terminal teacher, parents, students and other members of the staff to determine the efficacy of the CAI program in spelling, reading and arithmetic as evidenced by responses of those participating.
    - b. Evaluation of student achievement in the CAI project will be done by the Research Staff of the Computer Assistance Construction Project at Florida State University.
    - c. Special tests in each of the areas of reading, spelling, and arithmetic will be administered quarterly to measure achievement.
2. State plan for data gathering.

Graduate assistant from SEL will assist the school in developing plans for gathering data.

Name of School: ALVA ELEMENTARY SCHOOL
Lee County
Fort Myers, Florida

Title of Activity: Alva Non-Graded Elementary Learning Systems (ANGELS)

Proposed Beginning Date: Spring, 1967

Completion Date: June, 1970

A. Activity Focus and Purpose:

1. State the purpose and focus of this activity.

Purpose: To alleviate problems which have been compounded by the assimilation of students who, because of background, present communication difficulties, achievement difficulties, and attitudinal-behavioral difficulties.

Focus: To set up a non-graded, team-teaching, individualized instruction situation which will enable the staff to identify and meet individual student needs.

2. Present data that support the importance of this activity. Include statistical data if available.

The results of the county administered Stanford Achievement Test as administered in September to the third grade (42 students) gave a range of mean scores from 0 to 5.7. The mean average of the third grade was 2.2. The spring tests of the same third grade yielded a range of mean scores from 0 to 6.3. The mean average was 2.9.

B. Program Design:

1. State specific objectives of this activity.

To diagnose and prescribe for student needs during daily staff meetings from 2 PM to 3 PM.

To show improvement on the part of students with emphasis on communication skills, problem solving, and play.

B. Program Design (Continued)

To improve teacher understanding of students in such a way as to improve pupil self-concept.

To analyze linguistic patterns of students and teachers, and then vary teaching behavior in a manner designed to improve pupil-teacher communication.

To analyze teacher activities in the classroom to improve teacher communication.

To move towards a non-graded system with emphasis on a primary and intermediate level.

To train teachers in implementing the proposed program through in-service education.

2. Identify and/or describe specific personnel, methods, materials, services, etc., that constitute basic components of the activity.

There will be one administrative unit and eleven instructional units divided into five primary levels and six intermediate levels. The levels will utilize team teaching, flexible grouping, and large and small group instruction. Utilize materials necessary for broad reading experiences and problem solving experiences. We would like to have a set of the Qujeman series for the social studies program.

The use of specialists as problems are identified and one regular consultant. (Professor Lee DuBois).

3. Describe how the components are organized into a plan for accomplishing the objectives.

The use of consultants and specialists.

Daily teacher planning time.

Use of audio and visual tapes.

The school will be organized on the basis of a primary and intermediate level. Each level will be subdivided into units of 20-22 heterogeneous children.

C. Implementation:

Present the sequence and schedule of tasks or assignments that must be accomplished as the activity progresses. Specify the resources allocated to these tasks.

Pre-school planning time - two day workshop

1.	September -	Initial evaluation of attitude and behavior of teachers. Initial evaluation of attitude, behavior and achievement of students. Continuous workshops and learning sessions for teachers. Daily diagnosis and evaluation by teachers of students' problems. Continuous analysis of materials as used by teachers.
2.	January-February -	Linguistic study tapes program.
3.	May -	Evaluation of student achievement. Evaluation of attitude and behavior of teachers. Evaluation of attitude and behavior of students.

A control school will be selected within the county with characteristics similar to Alva School to which all testing procedures will be applied.

D. Evaluation:

1. Specify the instruments and/or techniques in terms of which each objective will be assessed.

Peabody Picture Vocabulary Test
Stanford Achievement Test
Metropolitan Reading Readiness Test
Haggerty-Olson-Wickman Behavior Rating Scale
Index of Wishes and Fears
Minnesota Teacher Attitudes Inventory
Gates, McGinity Diagnostic Test
Stone, Hernandez Parent Attitude Test
Various Diagnostic Tests - developed as needed by the Alva Staff

Name of School: FIRST STREET SCHOOL
Manatee County
Bradenton, Florida

Title of Activity: First Street School Developmental Program

Proposed Beginning Date: September 1, 1967

Completion Date: September 1, 1970

A. Activity Focus and Purpose:

1. State the purpose and focus of this activity.

The purpose of the program is to ease as rapidly as possible the emotional, social, and educational handicaps facing our school's population, most of whom are culturally deprived children.

The focus of the program is directed toward the development of curricula, materials, and procedures which more realistically meet the needs of our children.

2. Present data that support the importance of this activity. Include statistical data if available.

Data from standardized tests place from 60% to 70% of the school's population at or below the 10th percentile on the scales of test norms. Mental ability test data indicates a median I.Q. rating of approximately 84, with 3% above 109 and 7% below 60. Pupils display: a) a high degree of insultability (indicating low self-esteem); b) undesirable social orientation (physical retaliation to social stress): and c) general lack of respect for the rights of personal property. Most of the students are unable: a) to effectively communicate outside of their own particular sub-culture; b) to effectively read above second and third grade level; and c) to cope with traditional public school expectations, materials, and instructional methods.

B. Program Design:

1. State specific objectives of this activity.

   a. To improve pupil learning in the areas of language arts and arithmetic through diagnosis of individual pupil needs and individual prescriptions of materials, methods, and activities as suited to that individual pupil.

   b. To upgrade the individual's image of himself through examination of pupil-teacher interaction designed to facilitate teacher changes in attitude towards pupils.

   c. To help the individual child to recognize and evaluate alternate social responses through structured counseling sessions involving teachers and pupils which do not contain the threat of academic penalty.

   d. In-service staff sessions during the year to be based on problems identified through the instructional process as the program develops.

2. Identify and/or describe specific personnel, methods, materials, services, etc., that constitute basic components of the activity.

   a. Persons normally available in the school.

   b. Consultant services available through the county school staff, Southeastern Education Laboratory staff, Universities, and the State Department of Education.

   c. Open the school term in the conventional pattern of organization.

   d. Evaluation instruments listed in D to diagnose needs of each pupil.

Methods based on normal uses of currently available materials, Unipac, and other materials, in moving towards the objectives as listed. Human Development materials will be used by the teacher as an aid in identifying individual patterns in pupil-teacher interaction, in relation to the development of new instructional methods.

B. Program Design (Continued)

3. Describe how the components are organized into a plan for accomplishing the objectives.

Instructional and administrative staff, currently organized on traditional basis, will use the first part of the term for diagnostic activities, moving toward an un-graded type of organization on the basis of diagnostic information obtained.

C. Implementation:

Present the sequence and schedule of tasks or assignments that must be accomplished as the activity progresses. Specify the resources allocated to these tasks.

Extensive study and planning was carried on by the staff during the 1966-67 school year.

1. A two-day workshop for the staff prior to the pre-school conference period.
2. Further refinement of plans during the seven work days of the pre-school conference.
3. Develop specific classroom materials to be interspersed with the use of diagnostic materials.
4. Start the pupil term with a self-contained classroom type of organization.
5. At the beginning of the term, use diagnostic materials in the areas of reading and arithmetic.
6. Use initial evaluations - such as achievement tests.
7. Regroup pupils, select materials, and redistribute staff responsibilities upon the basis of the diagnostic information obtained.
8. Provide for continuous staff planning and readjustment in grouping.
9. Make final evaluation at end of term.
10. Inservice training programs will be provided as the teachers involved feel need for assistance.

D. Evaluation:

1. Specify the instruments and/or techniques in terms of which each objective will be assessed.

    a. Academic and intellectual procedures and controls.

        California Achievement Test
        Peabody Picture Vocabulary Test
        Gates, McGinity Reading Test
        Diagnostic Tests and Self Helps in Arithmetic (Brueckner)

    b. Teacher Attitudes
        Minnesota Teacher Attitudes Inventory
        Human Development Instruments
        Student Attitude and Behavior
        Haggerty-Olsen-Wickman Behavior Rating Scale
        Index of Wishes and Fears

2. State plan for data gathering.

Will gather data at beginning and close of year for long-term evaluation. All staff members will participate in the evaluation of all pupils with whom they work. The testing schedule is to be determined as the program develops. Instructional sessions will be provided by SEL for the evaluation materials which this agency provides and similar sessions by local personnel for evaluation materials purchased by the school.

Name of School: FRANKLIN JUNIOR HIGH SCHOOL
Hillsborough County
Tampa, Florida

Title of Activity: Franklin Junior High School Communication Skills Program

Proposed Beginning Date: September, 1967

Completion Date: September, 1970

A. Activity Focus and Purpose:

1. State the purpose and focus of this activity.

To improve student skills in communication through a non-graded, team-teaching approach utilizing three teachers and one hundred seventh grade students.

Attention will be given to motivational and attitudinal factors in students and teachers as well as basic communication skills to correlate with academic skills in the areas of English, social studies, and science.

2. Present data that support the importance of this activity. Include statistical data if available.

Standardized achievement tests indicate that students entering Franklin average two years behind in reading skills with a steadily dropping rate in communication skills and all other academic areas. There is a progressive drop in IQ scores.

Recent problems have developed following integration of the school including a full-scale riot during the 1965-66 school year.

B. Program Design:

1. State specific objectives of this activity.

To improve skills in basic communications (reading, writing, speaking, listening) through a unified program including science, English, and social studies.

B. Program Design (Continued)

Provide time for counseling of students with a block of time available to the three teachers of three hours.

Build a team-teaching approach to allow teachers time to develop new approaches in curriculum, counseling, and participate in a problem-centered, in-service training program.

2. Identify and/or describe specific personnel, methods, materials, services, etc., that constitute basic components of the activity.

A non-graded, team-teaching approach for one-half a day. There will be academic counseling with one hundred seventh grade students. Three teachers will take part and will be involved in a problem-centered, in-service program utilizing consultant services from the Southeastern Education Laboratory and other sources.

3. Describe how the components are organized into a plan for accomplishing the objectives.

The time of three teachers will be organized into a block of three hours and in this block of time attention will be given to: new patterns in curriculum development, guidance, projects built allowing a student problem-centered approach, new plans in grouping, a diagnostic approach to building individualized programs for each student.

C. Implementation:

Present the sequence and schedule of tasks or assignments that must be accomplished as the activity progresses. Specify the resources allocated to these tasks.

One hundred seventh-grade students will be selected and placed in the block of time at the beginning of the year.

Assigned teachers will assess student records and begin diagnostic testing.

Curricular programs will be evolved based on academic individual and group diagnostic profiles. Emphasis will be placed on remedying communication skills deficiencies and

C. Implementation (Continued)

utilizing subject matter as a vehicle for better communication.

Guidance services will be evaluated on a consultant basis.

Funds will be made available to purchase necessary diagnostic materials and consultant services especially in the area of in-service education.

In-service programming from the beginning of the year through the school year will be on a continuing-consultant basis with a team of consultants consisting of the Southeastern Education Laboratory staff and selected other persons available to serve teachers.

D. Evaluation:

1. Specify the instruments and/or techniques in terms of which each objective will be assessed.

The Metropolitan Achievement Test Battery will be used to evaluate progress in academic areas on a pre- and post-test basis with a control group.

The Haggerty-Olson-Wickman Behavior Rating Scale will be utilized to measure student growth in acceptable behavior patterns and/or teacher changes in the perception of pupil behavior on a pre-and post-test basis with a control group utilized.

Minnesota Teacher Attitude Inventory will be utilized on a pre- and post-test basis to ascertain changes in teacher attitudes toward students.

A workshop for teachers will be held the week of August 28 to prepare for evaluation and implementation.

Teachers will also utilize Model HDI materials as specified by the Central Office plan.

2. State plan for data gathering.

Data will be gathered at the beginning and at the close of the year by personnel involved in the project under the direction of the Southeastern Education Laboratory.

Name of School: ALL ATHENS-ATLANTA PILOT DEMONSTRATION SCHOOLS

Title of Activity: Use of Georgia English Curriculum Guide

Proposed Beginning Date: September, 1967

Completion Date:

A. Activity Focus and Purpose:

1. State the purpose and focus of this activity.

The purpose of the activity is to assess the effectiveness of the use of a specific curriculum design and its components for the discipline of English in the Georgia Pilot Demonstration Schools of the Southeastern Education Laboratory.

The focus of this activity will be the evaluation of the specific curriculum design and its components in the improvement of instruction in English and the development of the four language skills--listening, speaking, reading, and writing.

2. Present data that support the importance of this activity. Include statistical data if available.

Schools in the State of Georgia do not have sequential, cumulative programs of English instruction, pre-kindergarten through twelfth grade.

The language (communication) skills-listening, speaking, reading, writing--are not developed effectively within the three areas of the English discipline--language, literature, and the process of composition--in the schools of Georgia. (Although these statements are subjective, objective data is available).

B. Program Design:

1. State specific objectives of this activity.

   a. To determine whether the use of the specific curriculum design and its components will develop in students: 1) an understanding of the English language--its structure, history,

B. Program Design (Continued)

symbolic nature, and dialects; 2) the ability to read the literature of English with comprehension and appreciation; 3) the ability to speak and write the expository prose needed in American society.

b. To determine whether the Pilot Demonstration Schools of the Southeastern Education Laboratory will provide a sequential cumulative program of instruction in the discipline of English through the use of the specific curriculum design and its components.

2. Identify and/or describe specific personnel, methods, materials, services, etc., that constitute basic components of the activity.

Specific Personnel - Reading and English coordinator and consultant of the State Department of Education, the National Coordinating Consultant of the Georgia English Curriculum Steering Committee, the staff of the Southeastern Education Laboratory, and the consultants in linguistics of the Southeastern Education Laboratory.

Methods - The use of the specific new curriculum design and its components--the Georgia English Curriculum Guide--by all teachers in the schools, in-service education, conferences and observations.

Materials - The new Georgia English Curriculum Guide, materials for the English Curriculum (new instructional materials, media, literary selections, professional materials).

Services - Time of all consultants mentioned at no cost to schools.

3. Describe how the components are organized into a plan for accomplishing the objectives.

The three major components of the program would be; a) The use of the specific new curriculum design and its components--The Georgia English Curriculum Guide--by the teachers in the Pilot Demonstration Schools, b) the provision of in-service education and consultative services,

B. Program Design (Continued)

and c) the evaluation. Two components would be functioning simultaneously to accomplish the objectives; the third component would be continuous with emphasis on pre-and post-testing period.

C. Implementation:

Present the sequence and schedule of tasks or assignments that must be accomplished as the activity progresses. Specify the resources allocated to these tasks.

1967 - August - Consultative services during pre-planning week to explain the curriculum design to the staff of each school and to discuss its use in the schools.

1967 - September - Provision of a copy of the English Curriculum Guide for all teachers and use of the guide by all teachers.

1967 - 1969 - A planned in-service education program for the two-year period with a schedule of visits to the schools for conferences, consultations, observations.

1967 - 1969 - 1) A pre-and post-testing program for the measurement of achievement of students in the four language skills of listening, speaking, reading, writing and in the discipline of English--language, literature and the process of composition.

2) An evaluation of the program of instruction in English by conferences and observations

3) An evaluation of teachers' opinions of the Georgia English Curriculum Guide by questionnaires and conferences.

D. Evaluation:

1. Specify the instruments and/or techniques in terms of which each objective will be assessed.

   a. Instruments as determined by the Southeastern Education Laboratory.

   b. Instruments in the Georgia English Curriculum Guide for measuring achievement in language, literature and composition.

   c. Tape recordings of speech of students.

   d. Written and oral compositions.

   e. Standardized Reading Tests.

   f. Informal Reading Inventories.

   g. Interest Inventories.

   h. Questionnaires, observations.

2. State plan for data gathering.

   Pre-and post-data gathering (to be determined by SEL)

Name of School: DAWSON COUNTY ELEMENTARY
Dawson County
Dawsonville, Georgia

Title of Activity: Providing for Individual Differences Through an Exemplary Instructional Materials Center

Proposed Beginning Date: September, 1967

Completion Date: May, 1970

A. Activity Focus and Purpose:

1. State the purpose and focus of this activity.

At present, Dawson County Elementary School does not have a centralized location for housing library materials and other instructional media. Therefore, a need exists for the availability of a wide range of instructional materials and media so that the needs of both students and teachers can be more nearly fulfilled. The purpose of this activity is to make available to the learners and to the teachers materials and media that will serve to meet the wide range of individual differences and needs of each group.

2. Present data that support the importance of this activity. Include statistical data if available.

Most teaching at this time is primarily textbook oriented and thus fails to provide for all levels of interests and abilities. Drop-out rate is high. One reason for this condition is that no provision has been made for individual interest and ability levels. Achievement level, particularly in reading, is below national averages.

B. Program Design:

1. State specific objectives of this activity.

   a. To provide a wider range of instructional materials and media so as to serve the interest and ability levels of all students.

B. Program Design (Continued)

b. To provide teachers with a more well-rounded source of instructional materials and media so that they can make adequate plans for teaching in all areas.

c. To provide instructional materials and media so that students can investigate independently areas in which they are interested.

d. To provide in-service and other types of training experiences in proper utilization of equipment and materials.

e. To improve the ability of teachers to diagnose and study the needs of individual learners.

f. To orient students in effective and efficient use of library materials and facilities.

g. To raise level of achievement as measured by standardized tests.

2. Identify and/or describe specific personnel, methods, materials, services, etc., that constitute basic components of the activity.

a. Educational Media Specialist.

b. Clerical Assistant - trained in educational media.

c. Use of consultative services for in-service training of teachers.

d. Provision of wide range of books and materials (filmstrips, records, tapes, transparencies, high interest-low vocabulary reading materials, etc.).

e. Specialists to aid in selection of materials.

3. Describe how the components are organized into a plan for accomplishing the objectives.

Personnel to staff the materials facility will be employed. Entire staff working with specialists will make selection of materials and media for the center.

B. Program Design (Continued)

Consultative services will be obtained to train teachers to properly utilize all kinds of materials and media.

C. Implementation:

Present the sequence and schedule of tasks or assignments that must be accomplished as the activity progresses. Specify the resources allocated to these tasks.

Involve faculty, principal, superintendent and other interested persons in clearly defining purposes and objectives. Investigation of literature and observation of materials centers already in existence.

Use of consultative services to train teachers in proper utilization of all types of educational media.

Select instructional materials and media.

Employ educational media specialist.

Employ clerical assistant and train in duties.

Orient students to materials center and its use and potentialities.

Provide time for students to do independent study.

Set up on-going evaluative procedures.

Evaluate program.

D. Evaluation:

1. Specify the instruments and/or techniques in terms of which each objective will be assessed.
    a. Objective a - Inventory and index of materials and media to compare with those that were available beforehand.
    b. Objective b - Checklists, opinionnaires, observation by consultants will be utilized to determine extent of usage by teachers.

D. Evaluation (Continued)

c. Objective c - Checklist and records will be maintained by teacher, student and librarian regarding extent and frequency of independent use of materials center by students.

d. Objective d - Questionnaires, observations and records will be maintained concerning in-service activities.

e. Objective e - Questionnaires, observations by consultants and conferences with consultants will be utilized.

f. Objective f - Records will be maintained by teachers and students. Questionnaires will be devised for teachers and students.

g. Objective g - Standardized tests to be administered.

2. State plan for data gathering.

Checklists and other kinds of records will be maintained. Observation by and conferences with consultants will be held. Questionnaires and opinionnaires will be developed and administered.

Name of School: **NORTH SUMMERVILLE ELEMENTARY**
Chattooga County
Summerville, Georgia

Title of Activity: Curriculum Revision with Emphasis on the Low Achiever

Proposed Beginning Date: April, 1967

Completion Date: June, 1968

A. Activity Focus and Purpose:

1. State the purpose and focus of this activity.

The purpose of this activity is to increase the level of academic achievement of pupils in all subject matter areas through curriculum revisions that give special emphasis to the improvement of reading and the alleviation of other conditions in the teaching-learning situation that foster low achievement.

2. Present data that support the importance of this activity. Include statistical data if available.

Approximately one-third of all enrolled pupils worked below grade level in 1966-67 school year. Scores on reading tests indicate achievement levels below grade level to which students are assigned. Twenty-five per cent of the enrollment comes from low income and/or culturally deprived homes. Over twenty-five per cent of the students do not live with both parents. Standardized achievement tests indicate approximately twenty-five per cent of all students to be achieving below expected levels.

B. Program Design:

1. State specific objectives of this activity.

The specific objective during the first year is to increase general achievement level of all students in all curriculum areas with particular emphasis on reading.

B. Program Design (Continued)

2. Identify and/or describe specific personnel, methods, materials, services, etc., that constitute basic components of the activity.

Personnel

1. All members of the faculty
2. Consultants: Georgia State Department of Education and SEL.

Materials

1. Subject matter material with high content and low vocabulary requirements.
2. Projects and other audio-visual material.

3. Describe how the components are organized into a plan for accomplishing the objectives.

Students will be grouped on the basis of standardized test scores, achievement, and teacher recommendations. The number of students per class will be fewer than for students achieving on grade level or above.

C. Implementation:

Present the sequence and schedule of tasks or assignments that must be accomplished as the activity progresses. Specify the resources allocated to these tasks.

March, 1967 - Faculty began informal self-study to determine areas needing most improvement.

April-June - Faculty and SEL meeting to plan project.

May - Ordered science materials of high content-low vocabulary for sixth grade.

July - SEL conference to further refine and direct project.

August - Workshop for faculty.
Materials of the required level in reading and science are expected to be available.
Materials for other subjects will be procured as soon as identified and funded.

C. Implementation (Continued)

September - Pre-testing and group refining.

September-June - Consultant services
Faculty conferences
Teacher evaluation of pupil progress during the year
Evaluation of material

D. Evaluation:

1. Specify the instruments and/or techniques in terms of which each objective will be assessed.

Standardized achievement test scores at end of school year to be compared with September test scores.

2. State plan for data gathering.

Standardized mental maturity tests
Standardized tests in various curriculum areas
Informal Reading Inventories
Interest Inventories

Name of School: SPARTA HIGH SCHOOL
Hancock County
Sparta, Georgia

Title of Activity: Departmentalization of Grades 4, 5 and 6

Proposed Beginning Date: Fall, 1967

Completion Date:

A. Activity Focus and Purpose:

1. State the purpose and focus of this activity.

   To improve the instructional organization of grades 4, 5 and 6 which are self-contained classrooms, to a departmentalization of these grades, and to more fully utilize the competency of the teachers.

2. Present data that support the importance of this activity. Include statistical data if available.

   A self-study made by the faculty and administration revealed an interest and support on the part of the faculty for this activity.

   Teacher evaluation and results of standardized testing of pupil achievement support the need for improved methods of instruction.

B. Program Design:

1. State specific objectives of this activity.

   a. To improve achievement of students.

   b. To improve teacher satisfaction with their teaching and with the progress of their pupils.

   c. To improve the students interest in school by increasing the ADA.

B. Program Design (Continued)

2. Identify and/or describe specific personnel, methods, materials, services, etc., that constitute basic components of the activity.

The State curriculum materials plus supplementary materials will be used. Those involved will be four teachers, principal, superintendent, along with guidance personnel and Dr. Oscar Jarvis who is the consultant in Departmentalization from the University of Georgia. The instructional program involved will be composed of these areas; Social Studies, Math, Science, Language Arts, and Physical Education in Grades 4, 5 and 6.

3. Describe how the components are organized into a plan for accomplishing the objectives.

The principal will be the chief administrator along with the superintendent and Dr. Jarvis as Chief Consultant and guidance personnel. The instructional program involved will be composed of these areas; Social Studies, Math, Science, Language Arts, and Physical Education in Grades 4, 5 and 6.

C. Implementation:

Present the sequence and schedule of tasks or assignments that must be accomplished as the activity progresses. Specify the resources allocated to these tasks.

a. By having parent-teacher conferences with those parents of students who are involved in this activity.

b. Re-scheduling of those teachers involved.

c. Organization of materials to be used in this activity.

d. Teacher preparation of course materials to be used.

e. This program will begin for teachers involved August 23, 1967, and for the students involved August 28, 1967.

D. Evaluation:

1. Specify the instruments and/or techniques in terms of which each objective will be assessed.

   a. Objective a - Improved pupil achievement as shown by; 1) a significant increase in mean performances of pupils in Grades 5, 6 and 7 on standardized achievement tests at the end of 1968-69, using mean performances of pupils in Grades 5, 6 and 7 at the end of 1966-67 as a baseline, 2) a significant increase in mean performances of pupils in Grade 4 on standardized achievement tests at the end of 1968-69, using mean performances of pupils in Grades 4 at the end of 1966-67 as a baseline.

   b. Objective b - The teachers' satisfaction with their teaching and with the progress of their pupils under the departmentalized programs as revealed by response to a rating scale and through discussion with the principal at the end of school year 1967-68.

   c. Objective c - Improved pupil interest in school as measured by; 1) increased ADA of pupils in Grades 4, 5, 6 during school year 1967-68 by using ADA in Grades 4, 5 and 6 during 1966-67 as a baseline, 2) by increasing library withdrawals of pupils involved in this program at this time, 3) fewer discipline problems in class as reported by teachers involved, and 4) reactions to child acceptance of the new program.

2. State plan for data gathering.

   Included in objectives above.

Name of School: SPARTA HIGH SCHOOL
Hancock County
Sparta, Georgia

Title of Activity: Effective Use of Teaching Media (7-12)

Proposed Beginning Date: September, 1967

Completion Date:

A. Activity Focus and Purpose:

1. State the purpose and focus of this activity.

   To improve instruction in grades 7-12 by acquainting teachers with the availability and use of educational media and by developing teacher competence in the use of these media.

2. Present data that support the importance of this activity. Include statistical data if available.

   Few teachers are fully informed about the available equipment and how it might be used to facilitate teaching and learning. In addition, few teachers know how to operate the equipment.

B. Program Design:

1. State specific objectives of this activity.

   Medial:
   a. Teachers know the kinds of audio-visual equipment that are available.
   b. Teachers know how the various media may be used to facilitate instruction.
   c. Teachers acquire skill in the use and care of the equipment.
   d. Teachers use equipment in instruction.

   Ultimate:
   a. Pupils show increased interest in school subjects.
   b. Pupils show increased achievement in school subjects.

B. Program Design (Continued)

2. Identify and/or describe specific personnel, methods, materials, services, etc., that constitute basic components of the activity.

Among the personnel to be included in this activity are the following: Superintendent, principal, 2 math teachers, 2 science teachers, 2 social study teachers, 2 English teachers, librarian, agricultural teacher, business teacher, a curriculum director and a guidance director. All these persons will be working with consultants.

Available audio-visual equipment will be used.

3. Describe how the components are organized into a plan for accomplishing the objectives.

The objectives of this activity are to be accomplished through staff conferences, and in-service training in the use of all available equipment.

C. Implementation:

Present the sequence and schedule of tasks or assignments that must be accomplished as the activity progresses. Specify the resources allocated to these tasks.

a. Involvement of the 10 faculty members and principal of the high school.

b. Conduct of an in-service training program during the school year.

c. Preparation of complete inventory of all equipment and distribution of equipment list to every teacher.

d. Use of Dr. Gene Oliver from the University of Georgia as consultant.

e. Maintenance of appropriate up-to-date records on use of equipment.

D. Evaluation:

1. Specify the instruments and/or techniques in terms of which each objective will be assessed.

   Instruments that are to be used in assessing medial and ultimate objectives are as follows:

   Medial: Objectives a and b - Feedback from in-service training

   Objective c - Observation of performance

   Objective b and d - Records of withdrawal of equipment

   Ultimate: Objective a - Pupil questionnaires
   Teacher questionnaires
   ADA

   Objective b - STEP - SCAT

2. State plan for data gathering:

   a. Data re objectives a, b, and c will be gathered at end of in-service instruction period.

   b. Data re objectives b and d will be gathered during the course of 1967-68 school year.

   c. Data re objective a will be gathered at end of 1967-68 school year.

   d. Data re objective b will be gathered at end of 1968-69 school year.

Name of School: SPARTA HIGH SCHOOL
Hancock County
Sparta, Georgia

Title of Activity: Non-Graded Primary - Grades 1, 2 and 3

Proposed Beginning Date: September, 1967

Completion Date:

A. Activity Focus and Purpose:

1. State the purpose and focus of this activity.

   Improve the instructional program through changing the pattern of organization in Grades 1, 2 and 3 from the traditional classroom organization to the non-graded program.

2. Present data that support the importance of this activity. Include statistical data if available.

   A self-study made by faculty and administration revealed an interest and support on the part of the faculty for this activity. Teacher evaluations of pupil achievement support the need for improved methods of instruction.

B. Program Design:

1. State specific objectives of this activity.

   a. Increase in mean achievement test scores of pupils.

   b. Increase in pupil interest in school.

   c. Teacher satisfaction with teaching and pupil progress in non-graded program.

2. Identify and/or describe specific personnel, methods, materials, services, etc., that constitute basic components of the activity.

   Three teachers will be involved along with the principal and administration. Dr. Barryman from the

B. Program Design (Continued)

University of Georgia will be working along with the faculty and administration in implementing this activity.

3. Describe how the components are organized into a plan for accomplishing the objectives.

Information not available at present time.

C. Implementation:

Present the sequence and schedule of tasks or assignments that must be accomplished as the activity progresses. Specify the resources allocated to these tasks.

This program is to be worked out with the faculty, principal, administration, and consultant during the school year 1967-68.

D. Evaluation:

1. Specify the instruments and/or techniques in terms of which each objective will be assessed.

Objective a - Increase in mean achievement test scores of pupils at the end of their second year in the non-graded program, using achievement test score data of pupils in second grade at end of 1966-67 as a baseline.

Objective b - Increase in pupil interest in school as measured by comparative ADA statistics of pupils in non-graded program at end of 1967-68 and 1968-69 with pupils at end of 1966-67.

Objective c - Teacher satisfaction with teaching and pupil progress in non-graded program as compared to teacher satisfaction with teaching and pupil progress in the traditional program. Teacher satisfaction is to be assessed with a questionnaire and through conferences with principal.

2. State plan for data gathering.

Plan for data gathering is included in statements under Item 1 of Evaluation above.

Name of School: COUNTY LINE ELEMENTARY
DeKalb County
Ellenwood, Georgia

Title of Activity: Continuous Advancement Program

Proposed Beginning Date: September, 1967

Completion Date:

A. Activity Focus and Purpose:

1. State the purpose and focus of this activity.

The purpose of CAP (Continuous Advancement Program) is to develop an instructional program which provides an individual advancement of students based upon achievement and develops improved attitudes and understanding on the part of teachers, parents, and pupils.

2. Present data that support the importance of this activity. Include statistical data if available.

Current achievement tests indicate that student achievement is generally below grade placement. Historical records indicate that the drop-out rate among this group of students is consistently higher than district, state, and national averages. Comprehensive testing records are available in the office of the principal.

B. Program Design:

1. State specific objectives of this activity.

   a. To eliminate the major emphasis and dependence upon teaching and learning from a single text.

   b. To provide advancement and promotion based upon achievement rather than chronological promotion.

   c. To facilitate learning by introducing improved instructional equipment and materials.

   d. Materials will be selected according to needs of students.

B. Program Design (Continued)

   e. Student motivation and interest in school will be enhanced by reducing or eliminating failure experiences.

2. Identify and/or describe specific personnel, methods, materials, services, etc., that constitute basic components of the activity.

   a. One additional teacher employed.

   b. Listening stations, tape recorders, reading machines will be secured.

   c. Individualized instructional materials will be secured.

   d. Continuous assessment of student achievement will be instituted.

   e. The entire faculty of this school is involved in this activity with assistance provided through consultant specialist from the Central office of the district.

3. Describe how the components are organized into a plan for accomplishing the objectives.

   The plan involves both ungraded and team teaching approaches throughout the school to insure continuous advancement for individual students.

C. Implementation:

Present the sequence and schedule of tasks or assignments that must be accomplished as the activity progresses. Specify the resources allocated to these tasks.

1. Analysis of individual students and abilities.

2. Survey and cataloging of available resources--constant, recurrent, and occasional.

3. Study of curriculum revisions.

4. Revision or procurement of materials.

C. Implementation (Continued)

5. Procurement of equipment.

6. Training of staff.

7. Orientation of patrons.

8. Evaluation of program.

9. Securing necessary specialist consultant services through Southeastern Education Laboratory.

D. Evaluation:

1. Specify the instruments and/or techniques in terms of which each objective will be assessed.

    a. Student achievement will be measured periodically by utilizing existing testing program in the school.

    b. Improved motivation and interest level will be assessed using instruments devised or operated by Southeastern Education Laboratory.

2. State plan for data gathering.

    Evaluation data will be generated from the general ongoing testing program of the school.

Name of School:	FIFTH AVENUE SCHOOL Decatur City Schools Decatur, Georgia
Title of Activity:	Increasing Aspiration and School Achievement
Proposed Beginning Date:	September, 1967
Completion Date:	

A. Activity Focus and Purpose:

1. State the purpose and focus of this activity.

The purposes of this study are:

a. To develop and implement a school-wide correlated language arts program in an effort to improve the skills and achievement of all pupils in all areas.

b. To develop in pupils more positive attitudes toward self, school teachers, peers and community through self established standards and the experience of success.

c. To preserve and foster the dignity and value of each pupil.

d. To enhance pupil's faith in the future.

2. Present data that support the importance of this activity. Include statistical data if available.

There is definite need for change and evaluation of teacher-pupil communication due to the radical change in population from all white to an 85% Negro population within a period of 5 months.

This change ushered in problems of low moral and academic standards. The below grade level work in all areas was unbelievable--dropping the school achievement records from 30% above grade level to 80% below grade level as of 1967 spring testing. These children manifested severe handicaps in listening, understanding, communicating and performing in a classroom.

B. Program Design:

1. State specific objectives of this activity.

   a. To utilize current available staff to the greatest degree possible and provide additional resource personnel furnished through SEL.

   b. To further quality education through faculty inservice study and team work, through contact with the parents and community.

   c. To further teacher-pupil understanding and communication.

   d. To provide pupils who are achieving below their grade level, with materials and instruction which meet their needs.

   e. To alleviate the educational disadvantaged and deprived pupil's reading and math problems.

   f. To furnish pupils with the language skill tools to listen, speak, read, and write with understanding.

   g. To increase the types and intensity of academic interest among pupils.

2. Identify and/or describe specific personnel, methods, materials, services, etc., that constitute basic components of the activity.

Personnel:
Classroom teachers
Police
Counselors
Ministers
Nurse
SEL resource personnel

Methods:
Team teaching
Limitation of pupil teacher ratio
Combination of individualized, basic, and language experience approach to reading
Use of tape cutting and listening by children
Use of SRA labs and books, and linguistic readers and programmed readers.

B. Program Design (Continued)

Materials:
- Library books
- Bank Street Readers
- CSL language master
- Percept-o-matic
- Tape recorders and tapes
- Listening stations
- Phonic filmstrips
- SRA labs, books and social studies
- Linguistic and Programmed readers

3. Describe how the components are organized into a plan for accomplishing the objectives.

    a. Eight teachers will be involved in mixture of self-contained classes, team teaching with some departmentalization in grades 1-6.

    b. Pre-test the children for achievement and placement levels as well as IQ test where needed.

    c. Proceed with the instructional activities for the year implementing the planned program for language arts and moral building.

    d. Post-test after the completion of the year's planned program.

C. Implementation:

Present the sequence and schedule of tasks or assignments that must be accomplished as the activity progresses. Specify the resources allocated to these tasks.

1. Specific materials have been ordered.

2. Students will be tested by standardized achievement tests and placed in groups according to scores.

3. SRA laboratory materials will be used for the first 12 weeks in grades 2-6 in the 1st grade after Christmas.

4. Language experience booklets, charts and tapes will be made to help students accept and improve their language skills. These will be used along with other approaches to reading in identifying and fitting the needs, interests and successes of the various children.

D. Evaluation:

1. Specify the instruments and/or techniques in terms of which each objective will be assessed.

   a. The achievement of those pupils who are below their grade level, will be increased through the use of materials and instruction which meet their needs, and evaluated through teacher made and standardized tests.

   b. The utilization of current available staff will be planned carefully to insure maximum efficiency and effectiveness, and provision for additional resource personnel will be requested and scheduled in cooperation with SEL continuously.

   c. The increase of teacher-pupil understanding and communication through highly motivational approaches will be determined through teacher-pupil conferences, teacher observation, and attitude tests.

   d. The furtherance of quality education through faculty inservice training, team work, departmentalization, and contact with parents and community will be measured by the written evaluations of the staff.

   e. The improvement of the language skill tooks, to listen, speak, read, and write with understanding, by means of the multi-approach to learning, by proper utilization of audio-visual equipment and materials, and limitation of pupil-teacher ratio, will be assessed by results of teacher-made and standardized tests.

Name of School: WEST FULTON HIGH SCHOOL
Atlanta City Schools
Atlanta, Georgia

Title of Activity: A Continuing Program of Compensatory and Remedial Instruction In Reading For Students Entering West Fulton High School

Proposed Beginning Date: September, 1967

Completion Date: June, 1968

A. Activity Focus and Purpose:

1. State the purpose and focus of this activity.

    The purpose of this activity is to establish a Remedial Reading Program. The proposal is focused on inventing and implementing a continuing program by compensatory and remedial education for students entering West Fulton.

    The program design will accommodate current levels of competency in reading skills, support accelerated growth rates, and undergird experience in other curricular areas.

2. Present data that support the importance of this activity. Include statistical data if available.

    a. Less than 10% will read at or above grade level.

    b. Approximately 20% will be achieving significantly below their potential.

    c. More than 20% will be low achievers reading significantly below grade-level placement.

    d. More than 60% will be functional non-readers.

    e. Approximately 4% will be educable mentally retarded.

B. Program Design:

1. State specific objectives of this activity.

To provide an additional opportunity for each student to raise his level of achievement in order to compete as a student in school and as a citizen in the community. More specifically, the above may be sub-divided to include:

a. To invent and implement a program of remedial and compensatory education in reading skills for each student entering secondary school at West Fulton High School and to continue to refine and improve the program and the skills of those who operate it.

    1. To establish an advisory committee to serve as a resource to the project.

    2. To involve the faculty and SEL in an intensive study of the educational needs of students entering West Fulton High School.

    3. To establish, in cooperation with SEL, in-service workshops and institutes for teachers.

b. To provide instructional support and reinforcement for students through the critical freshman and sophomore years of secondary school.

    1. To design and implement a program of instruction in reading skills, including linguistics approach, as a substitute for the usual language arts courses of the freshman and sophomore years at West Fulton High School.

    2. To design and implement a program of occasional support and reinforcement for students in curriculum areas other than those included as communications skills areas in the freshman and sophomore years of secondary schools.

B. Program Design (Continued)

2. Identify and/or describe specific personnel, methods, materials, services, etc., that constitute basic components of the activity.

Personnel: A teacher-team composed of a lead reading teacher and four qualified English instructors who have a strong reading skills background.

Services: Special facilities in an existing building separate from the main school plant which can be set up as a permanent laboratory in remedial reading.

Materials: Special instructional materials in remedial reading and other language arts, including linguistics. Such as S.R.A. Reading Program and the Sullivan Reading Program.

Equipment: Listening stations and visual machines found to be useful in the Communication Skills Laboratory program now in existence at West Fulton.

C. Implementation:

Present the sequence and schedule of tasks or assignments that must be accomplished as the activity progresses. Specify the resources allocated to these tasks.

We are not able at this time to identify the resources that will be needed. The teacher who will make up this team will not be selected until August 21, 1967.

In general, the following needs to be done:

1. By August 21, 1967, select the four English teachers.
2. During the week of August 21, have these teachers work with an experienced Lead Teacher to plan the work. Such as:
    a. Pre-testing
    b. Team scheduling
    c. Lessons plans.

C. Implementation (Continued)

3. A Lead Teacher needs to be part of the team. However, this will not be possible until this program becomes funded under one of the Title programs.

D. Evaluation:

1. Specify the instruments and/or techniques in terms of which each objective will be assessed.

   We are unable to give you this information at this time.

2. State plan for data gathering.

   a. By testing

   b. From the P. R. cards sent to us by the Elementary schools.

APPENDIX D

WORKSHOP RATING SCALE

PARTICIPANT'S RATING SCALE

PILOT DEMONSTRATION SCHOOL STAFF WORK CONFERENCE
JULY 23-28, 1967

Directions for rating: Encircle the number on the "Before Conference" and "Now" scales that best represents your assessment of your understandings with respect to items 1a through 1d and your feelings with respect to items 2a through 2f.

Encircle appropriate items:

1. I attended conference on the following dates:

   July 23 24 25 26 27 28

2. I am a

   PDS Teacher PDS Principal PDS Superintendent

   College/University person State Department person

   None-of-the-above person

PARTICIPANT'S RATING SCALE

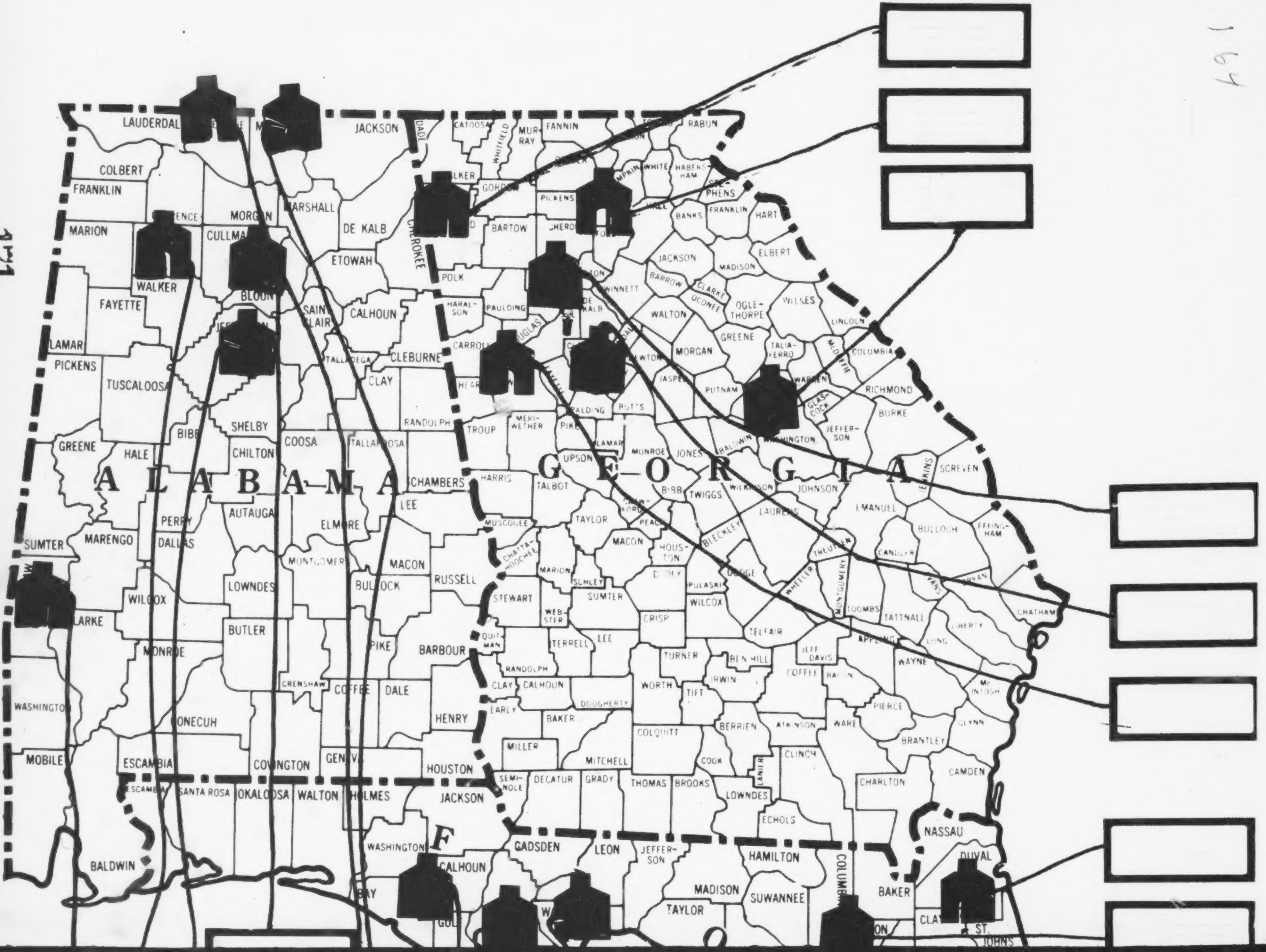
PILOT DEMONSTRATION SCHOOL STAFF WORK CONFERENCE
JULY 23-28, 1967

Item	Rating	
	Before Conference	Now
1. My understanding of:		
a. SEL Pilot Demonstration School (PDS) rationale	vague fair clear 1 2 3 4 5 6 7	vague fair clear 1 2 3 4 5 6 7
b. SEL PDS program modules	vague fair clear 1 2 3 4 5 6 7	vague fair clear 1 2 3 4 5 6 7
c. the network of specific PDS-based activities	vague fair clear 1 2 3 4 5 6 7	vague fair clear 1 2 3 4 5 6 7
d. the concept of a regional educational laboratory	vague fair clear 1 2 3 4 5 6 7	vague fair clear 1 2 3 4 5 6 7

PARTICIPANT'S RATING SCALE

Item	Rating: Before Conference	Rating: Now
2. My feelings about the:		
a. significance of a regional laboratory as a change agent	mildly favorable — favor-able — strongly favorable 1 2 3 4 5 6 7	mildly favorable — favor-able — strongly favorable 1 2 3 4 5 6 7
b. soundness of SEL PDS rationale	mildly favorable — favor-able — strongly favorable 1 2 3 4 5 6 7	mildly favorable — favor-able — strongly favorable 1 2 3 4 5 6 7
c. meaningfulness of the PDS program modules	mildly favorable — favor-able — strongly favorable 1 2 3 4 5 6 7	mildly favorable — favor-able — strongly favorable 1 2 3 4 5 6 7
d. meaningfulness of the specific program being planned by PDS schools	mildly favorable — favor-able — strongly favorable 1 2 3 4 5 6 7	mildly favorable — favor-able — strongly favorable 1 2 3 4 5 6 7
e. value of this conference in facilitating the development of the PDS program	mildly favorable — favor-able — strongly favorable 1 2 3 4 5 6 7	mildly favorable — favor-able — strongly favorable 1 2 3 4 5 6 7
f. value of the conference for **my** professional development	mildly favorable — favor-able — strongly favorable 1 2 3 4 5 6 7	mildly favorable — favor-able — strongly favorable 1 2 3 4 5 6 7

SOUTHEASTERN EDUCATION LABORATORY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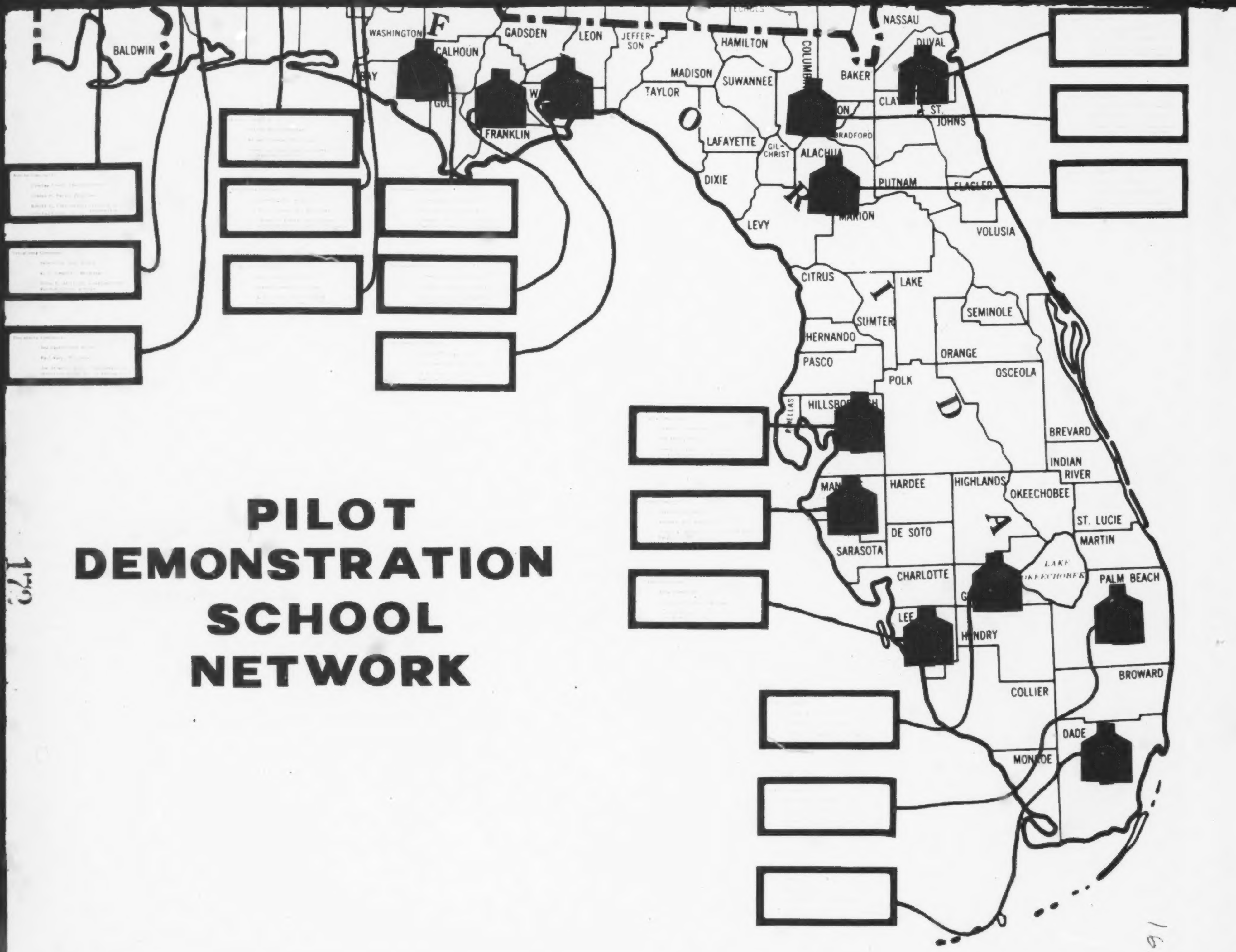
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PILOT DEMONSTRATION SCHOOL NETWORK

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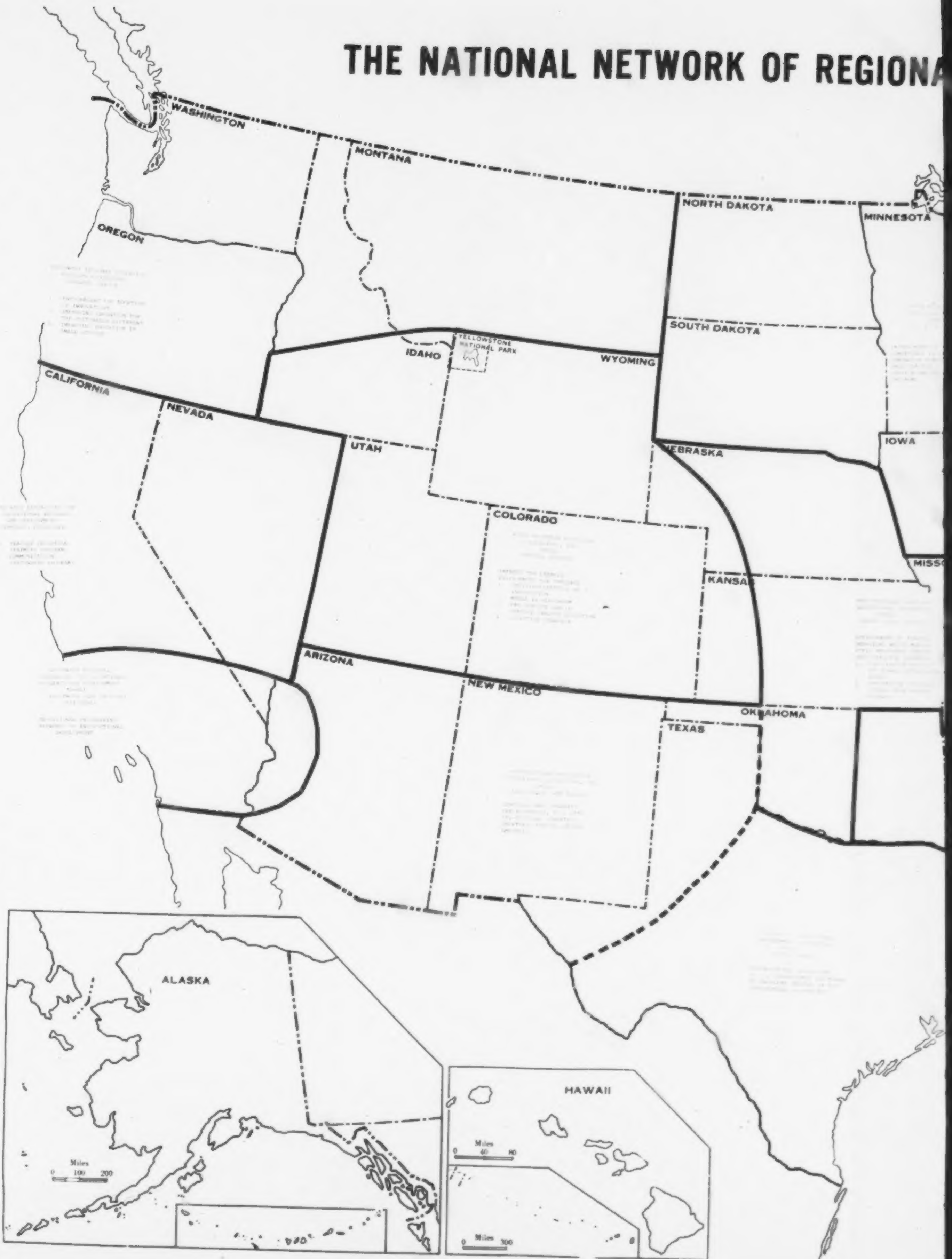
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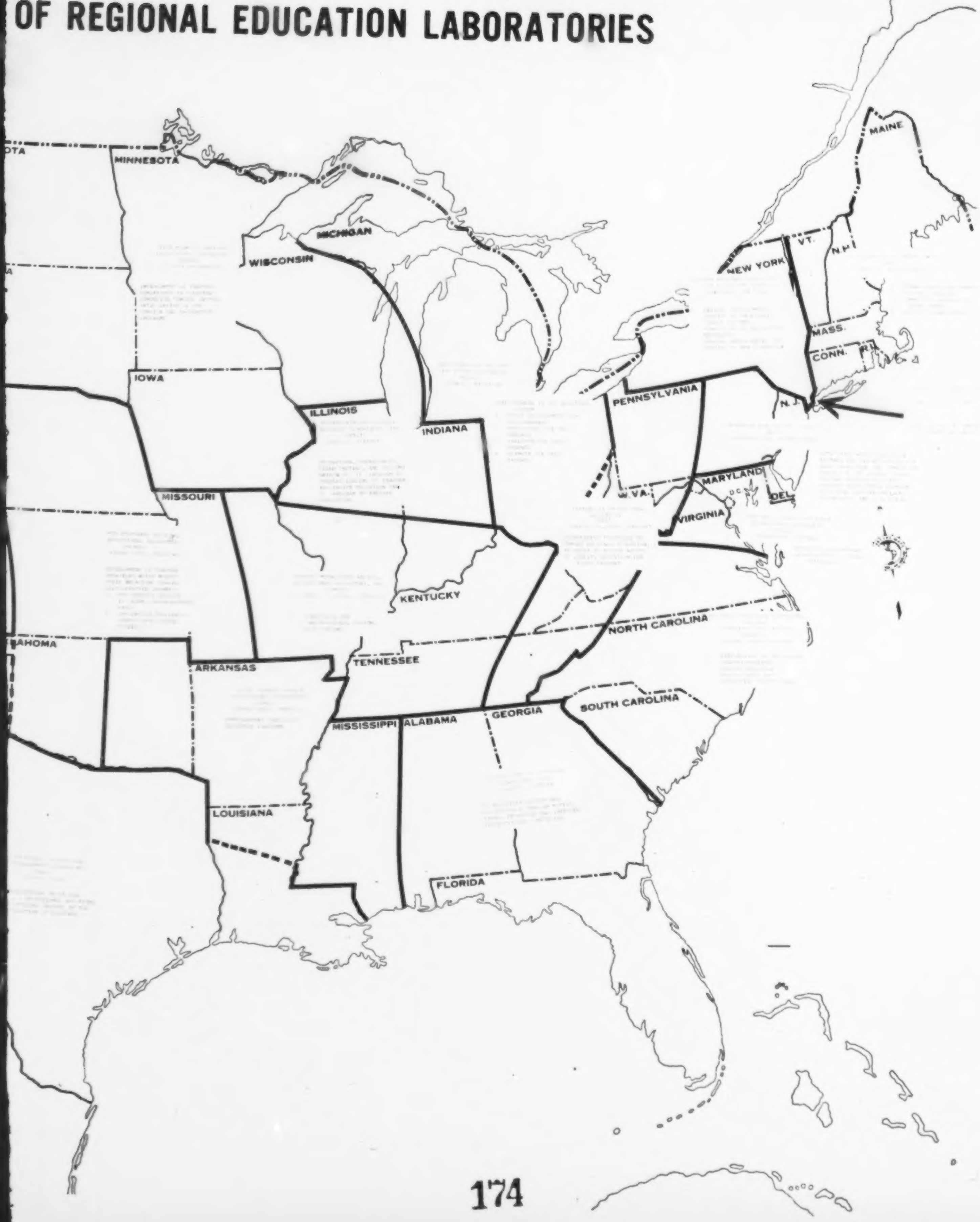
OF REGIONAL EDUCATION LABORATORIES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